



# Indiana

## Part B Annual

# Performance Report

As required by 20 U.S.C. 1416 Sec. 616(b) of the  
Individuals with Disabilities Education Improvement Act of 2004

Submitted to the United States Department of Education  
Office of Special Education Programs

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## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indiana Acronyms Used in APR

Indiana Acronyms Used in SPP/APR	
AA-AAS	Alternate Assessment based on Alternate Achievement Standards
AAMAS	Alternate Assessment based on Modified Achievement Standards
AATF	Alternate Assessment Task Force
AEPS	Assessment, Evaluation and Programming System
AHEAD	Association on Higher Education and Disability
APR	Annual Performance Report
ASAP	Indiana Accountability System for Academic Progress
ASK	About Special Kids
AUT or ASD	Autism Spectrum Disorder
AYP	Adequate Yearly Progress
BLV	Blind or Low Vision
BDDS	Bureau of Developmental Disabilities Services
CAAVES	Consortium for Alternate Assessment Validity and Experimental Studies
CAP	Corrective Action Plan
CCC	Case Conference Committee
CCLC	Center on Community Living and Careers
CCSSO	Council for Chief State School Officers
CD	Communication Disorder
CEEP	Center for Evaluation and Education Policy
CEL	Center for Exceptional Learners
CIFMS	Continuous Improvement Focused Monitoring System
CMAADI	Consortium for Modified Alternate Assessment Development and Implementation
CODA	Computerized Data Project (CODA)
CR-PBIS	Culturally Responsive Positive Behavioral Interventions Supports
CRSWPBS	Culturally Responsive School Wide Positive Behavior Supports
CTQ	Center for Improving Teacher Quality
DAC	Data Accountability Center
DANS	Data Analysis Network System
DHH	Deaf or Hard of Hearing
DOC	Department of Correction
DOE-ES	Department of Education Expulsion/Suspension Report
DOE-EV	Department of Education Evaluation Report
DOE-SE	Department of Education Special Education Report
ECA	End of Course Assessment
EERC	Effective Evaluation Resource Center
ED	Emotional Disability
EDEN	Education Data Exchange Network
EI	Educational Interpreter
EIS	Educational Information Systems
ELL	English Language Learners
ESY	Extended School Year
ESEA	Elementary and Secondary Education Act
FAPE	Free Appropriate Public Education
FFY	Federal Fiscal Year (July 1 – June 30)
FSSA	Family and Social Services Administration
GED	Graduation Equivalency Diploma
GEI	General Education Interventions
GQE	Graduation Qualifying Examination
GSEG	General Supervision Enhancement Grant
HANDS	Helping Answer Needs by Developing Specialists (HANDS) in Autism Resource Center
HI	Hearing Impairment

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indiana Acronyms Used in APR

HOUSSE	High Objective Uniform State Standard of Evaluation
HQT	Highly Qualified Teachers
IASEP	Indiana's Assessment System of Educational Proficiencies
IAC	Indiana Administrative Code
IC	Indiana Code
ICAN	Individualized Classroom Accountability Network
ICASE	Indiana Council of Administrators of Special Education
ICRC	Indiana Civil Rights Commission
IDEA 2004	Individuals with Disabilities Education Act of 2004
IDOE	Indiana Department of Education
IEM	Integrated Electronic Management system
IEP	Individualized Education Program
IHE	Indiana Institutions of Higher Education
IHO	Independent Hearing Officer
IIDC	Indiana Institute on Disability and Community
NAPSE	Indiana Association of People in Supported Employment
INSOURCE	Indiana Resource Center for Families with Special Needs
INPSFS	Indiana Post-Secondary Follow-up System
IN-SIG	Indiana State Improvement Grant
IPSFS	Indiana Post-School Follow-up System
IRN	Indiana Resource Network
ISTAR	Indiana Standards Tool for Alternate Reporting
ISTAR-KR	Indiana Standards Tool for Alternate Reporting-Kindergarten Readiness
ISTART7	Indiana Standards Tool for Article 7 Compliance
ISTEP+	Indiana Statewide Testing for Educational Progress-Plus
LEA	Local Educational Agency
LEAD	Local Equity Action Development
LRE	Least Restrictive Environment
MCD	Multiple Disabilities
MICD	Mild Mental Disability
MOA	Memorandum of Agreement
MOCD	Moderate Cognitive Disability
NAEP	National Assessment of Educational Progress
NASDSE	National Association of State Directors of Special Education
NCCRES	The National Center for Culturally Responsive Educational Systems
NCEO	National Center on Educational Outcomes
NCLB	No Child Left Behind Act
NCRRC	North Central Regional Resource Center
NCSE	National Council for Special Education
NCSEAM	National Center for Special Education Accountability Monitoring
NDPC	National Drop-out Prevention Center
NECTAC	National Early Childhood Technical Assistance Center
NPSO	National Post-Secondary Outcomes
NSTTAC	National Secondary Transition Technical Assistance Center
OHI	Other Health Impaired
OI	Orthopedic Impairment
OMB	Office of Management and Budget
OSE	Office of Special Education
OSEP	Office of Special Education Programs of the US Department of Education
PART	Program Assessment Rating Tool
Part B	Special Education under IDEA 2004 (ages 3-21)
Part C	Infant and Toddler Special Education under IDEA 2004 (birth to 3)
PATINS	Promoting Achievement through Technology and Instruction for all Students
PBIS or PBS	Positive Behavior Interventions and Support

## **Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

### **Indiana Acronyms Used in APR**

PIRC	Parent Information Resource Center
PSV	Parent Support Volunteers
RFP	Request for Proposal
RPR	Regional Parent Resources
RPS	Regular Support Volunteers
RTI	Response to Intervention
SAC	State Advisory Council on Children and Youth with Disabilities
SBE	State Board of Education
SEA	State Educational Agency
SIQ	Student Information Questionnaire
SLD	Specific Learning Disability Learning Disability
SLP	Speech/language Pathologist
SCD	Severe Mental Disability
SOP	Summary of Performance
SPP	State Performance Plan
SPSS	Statistical Package for Social Sciences
STN	Student Test Number
SW-PBIS	School wide Positive Behavioral Intervention and Supports
SY	School Year (dependent on local calendar)
TA	Technical Assistance
TBI	Traumatic Brain Injury
US DOE	United States Department of Education
VI	Visual Impairment
VRS	Vocational Rehabilitation Services

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### General Overview of the Annual Performance Report

#### General Overview of the Annual Performance Report (APR)

This APR is a summary and report on Indiana specific information for FFY2012(SY12-13) for the 20 compliance and performance indicators established by the USDOE Office of Special Education Programs (OSEP). The performance component of the APR is based on the State Performance Plan (SPP), which was originally submitted in December, 2005. OSEP extended the SPP for a year, in preparation for the State Systemic Improvement Plan (SSIP), which will replace the SPP. It is anticipated that the SSIP will instruct states to establish new targets for some of the indicators.

The Indiana Department of Education Office of Special Education (IDOE) experienced a 40% turnover in staff in 2013.<sup>2</sup> As a result of this turnover, significant technical assistance in understanding the details of the various indicators, the monitoring process, and the development of the APR was needed and sought.

Indiana took advantage of the OSEP technical assistance opportunities, including monthly technical assistance (TA) calls with the OSEP liaison for Indiana. These TA calls and the assistance provided by the OSEP liaison provided the new Indiana staff with a good understanding of the data and activities that are the foundation of the APR. Indiana appreciates the OSEP's willingness to work through some of the more difficult indicators, especially in clearing up the timelines for when data is to be collected and subsequently reported. Indiana also participates in the OSEP topic specific webinars and conference calls.

Indiana sought assistance from and has appreciated the monthly two-day TA visits from the OSEP sponsored North Central Regional Resource Center staff as well. These meetings have been invaluable to the Indiana director as well as monitoring staff to clarify questions in regard to various indicators and other issues related to monitoring and reporting performance such as: data collection and display; disproportionality and discrepancy; expectations in regard to the development and implementation of the APR; monitoring of Local Education Agencies as part of the general supervision component; assisting in the development of written protocols that reflect the general supervision responsibilities; reviewing the draft APR chapters; and, always being available to answer miscellaneous clarification questions. Three staff including the director attended the regional meeting in Chicago, where the anticipated components of the SSIP were discussed and general technical assistance was made available. Indiana also joins the monthly conference calls in regard to data collection and general program information.

Indiana has also taken advantage of the National Secondary Transition Technical Assistance Center (NSTTAC) resources, including recommended file review formats for Indicator 13 and a plethora of written resources that have been used as contracted entities provide technical assistance and training to teachers and special education administrators across the state responsible for those students with disabilities who are transitioning to adult life. NSTTAC consultants have visited Indiana to conduct some of the training that has occurred across the state, and have been consulted by telephone as questions come up. The assistant director attended the "Check and Connect" training opportunity in Williamsburg, VA and received some valuable information on data collection and display in regard to the SSIP. Indiana also reviews the helpful information that is sent from NSTTAC through its list serve.

The National Post School Outcomes Center (NPSO) has also provided requested technical assistance. Indiana participated in telephone conferences as well as a face to face meeting in Williamsburg. The topic of those conversations has been how to increase the response rate on the Indicator 14 postsecondary survey. Indiana has been given some marketing materials that can be altered for an Indiana focus.

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<sup>2</sup> Between April and July 2013, the Office of Special Education replaced the director, 3 monitoring staff, the data manager, and a complaint investigator.

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### General Overview of the Annual Performance Report

Indiana will continue to seek out information, depending upon the topic, from a variety of technical assistance sources, including the ECTA Center for Early Childhood technical assistance and the PBIS website for information on positive behavior supports among others.

Regarding the development of this APR, Indiana has made a deliberate effort to “go back to basics” to ensure that OSEP reporting requirements are satisfied. In conversations with OSEP in April 2013, the director learned that, in its FFY 2011 APR, Indiana had incorrectly identified findings based on the data year rather than the year in which the findings were issued. Identified errors were corrected and a revised FFY2011 APR was submitted. Indiana has taken great pains to ensure the accuracy of the data reported in the FFY 2012 APR and to avoid repeating past errors. However, because of some of the original errors in aligning findings to the appropriate FFY, the APR reviewers will find that some information provided in the APR for FFY 2011 are repeated in the FFY2012 APR so Indiana is back on track.

Indiana has three compliance indicators (Indicators 11, 12 and 13) that are monitored on a rotating basis. One-third of the LEAs are monitored on one of those indicators each year. All LEAs are monitored on Indicators 4A, 4B, 9 and 10 each year.

Based on Indiana’s submission of the FFY 2011 APR and revised SPP, the IDOE received a response table from OSEP that outlined Indiana’s status by indicator. In addition to comments from OSEP regarding progress on each indicator, next steps were also identified. The OSEP Response Table instructions and Indiana’s response for each Indicator may be found in the “Additional Information Required by OSEP APR Response Table for this Indicator” section at the conclusion of each indicator.

As instructed in the OSEP APR packet, Indiana adhered to the following in the construction of the APR:

“In an effort to reduce reporting burden, in the FFY 2012 APR, States: 1) Are not required to provide an explanation of: a) progress; b) no change in actual target data from the data for FFY 2011; or c) slippage if the State meets its target. 2) Are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY 2012; and b) results indicators where the State has met its FFY 2012 target. 3) May provide one set of improvement activities for the entire APR as long as the Improvement Activities are indexed back to reference the relevant indicators.”

Information regarding the Indiana monitoring process can be found at <http://www.doe.in.gov/specialed/monitoring>. It is noted that Indiana does not report to the public any information on performance that would result in the disclosure of personally identifiable information about individual children or where the available data is insufficient to yield statistically reliable information (i.e., small numbers). Indiana posts the letters notifying each LEA of its status with respect to compliance with the indicators, including data on the LEA’s performance on the indicator. Indiana also posts each LEA’s annual local determination memo.

Based on FFY2011 findings, one LEA has been found to be still out of compliance. Historically, IDOE’s technical assistance and support to this LEA began in FFY2009 utilizing the resources from Indiana technical assistance centers. Through the years, IDOE has: paid for an accounting firm to assist the LEA in clearing up fiscal issues; participated in monthly TA visits with the LEA to evaluate the area(s) of need; and, required the LEA to create a support team (staff, teachers federation and community members) to implement correction. The State Advisory Council was asked twice to provide recommendations for next steps. IDOE provided training to all of the LEA administrative staff to assist the LEA with its analysis of excessively high rates of suspension and expulsion of students with disabilities. Monthly action plans were given to the LEA in order to correct noncompliance. On average, 15 hours of technical assistance were provided each month. Indiana required that the LEA present the ongoing issues of noncompliance to the school board. There were issues of the LEA cancelling TA opportunities, and not adhering to the agreed upon plans of action. As a result, IDOE imposed special conditions on the LEA for receipt of the Part B grant. Part B funds were utilized to support a full-time contractor to assist the LEA by providing full-

## **Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

### **General Overview of the Annual Performance Report**

time direct service to the LEA on a daily basis. IDOE reported on the LEA's continued noncompliance to the LEA's governing board. A calendar of activities/outcomes for a year was given to LEA outlining specific expectations with regard to discipline, evaluations, and LRE placements.

During FFY12 IDOE determined that the LEA had failed to satisfy the special conditions and that a more intense level of support was required. The special conditions were revised to include more detailed requirements to be met. In addition, IDOE utilized a portion of the LEA's Part B funds to hire a project director, school psychologists, compliance specialists and a data coordinator to work onsite with the LEA's staff on the activities mandated by the special conditions. IDOE also directed that use of the 15% of Part B funds that the LEA was required to reserve for CEIS would be outlined by the resource center with whom IDOE contracted to provide support to the LEA. These special conditions continue through FFY 2013.



## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 1

#### Indicator 1

##### Monitoring Priority: FAPE in the LRE

**Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.  
(20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the adjusted cohort graduation rate required under the ESEA.

**Data Source:** Consolidated State Performance Report 9 CSPR Data

FFY	Measurable and Rigorous Target
FFY12(SY12-13)	Special education graduation rate, with diploma, will be one percent improvement over the prior year with the goal of $\geq 95\%$ as established under ESEA and defined under rule 511 IAC 6.2-7-8.  <b>Data Source:</b> Consolidated State Performance Report

Indiana participated in a conference call with OSEP on December 9, 2013. At this time Indiana was informed that there was a discrepancy between the 618 Table and the Consolidated State Performance Report through ESEA regarding graduation rates. The ESEA calculation method<sup>3</sup> has since been applied to the 2008-2009 9<sup>th</sup> Grade Cohort (Graduation SY11-12). For comparison purposes, Indiana also applied the calculation method to the 2007-2008 9<sup>th</sup> Grade Cohort (Graduation SY10-11).

*Provide a narrative that describes the conditions youth must meet in order to graduate with a regular diploma and, if different, the conditions that youth with IEPs must meet in order to graduate with a regular diploma. If there is a difference, explain why.*

In Indiana the graduation requirement for students with an IEP is the same for all students. Indiana Code states the following:

#### IC 20-26-13-5 "Graduation"

Sec.5. (a) As used in this chapter, "graduation" means the successful completion by a student of:

- (1) a sufficient number of academic credits, or the equivalent of academic credits; and
- (2) the graduation examination or waiver process required under IC 20-32-3 through IC 20-32-6; resulting in the awarding of a high school diploma or an academic honors diploma.

(b) The term does not include the granting of a general educational development diploma under IC 20-20-6 (before its repeal) or IC 22-4.1-18.

Indiana's Diploma Requirements allow for four diploma types. These requirements went into effect for students entering high school in the fall of 2006. The four diploma types include the following:

General  
Core 40  
Core 40 with Academic Honors  
Core 40 with Technical Honors

The Indiana General Assembly has made completion of the Core 40 diploma a graduation requirement for all students beginning with those entering high school in the fall of 2007.

<sup>3</sup> High School Graduation Rate Non-Regulatory Guidance, U.S. Department of Education, 12/22/08.  
<http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 1

#### Actual Target Data for FFY12 using SY11-12 Data

The data and targets reported for the Indicator are for FFY11 (SY11-12) rather than for FFY12 (SY12-13) based on the modification of the measurement for the indicator from the Office of Special Education Programs (OSEP).

<b>School Year 2011-2012</b>	
Adjusted 2008-2009 9th Grade Cohort =	9,177
Dropouts =	606
Transfers out =	1,128
Transfers in =	603
Diplomas earned 2011-2012 =	6,206
Cohort end of 2011-2012 =	8,652
4-year-adjusted cohort graduation rate =	<b>71.72%</b>
5-year adjusted cohort graduation rate =	n/a

<b>School Year 2010-2011</b>	
Adjusted 2007-2008 9th Grade Cohort =	10,959
Dropouts =	752
Transfers out =	2,092
Transfers in =	688
Diplomas earned 2010-2011 =	6,241
Cohort end of 2010-2011 =	9,555
4-year-adjusted cohort graduation rate =	<b>65.31%</b>
5-year adjusted cohort graduation rate =	n/a

#### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY12 (SY12-13)

Indiana had progress of 6.41% over the prior year, however, did not meet the ESEA target. The current target as established through ESEA and defined under 511 IAC 6.2-7-8, is defined as annual improvement in the graduation rate towards a rate of 95% with the final target rate of ≥95%”

#### Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12 (SY12-13)

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Foster Mentoring/Tutoring relationships such as the Best Buddies project.	On-Going	Best Buddies Indiana had 66 schools (21 middle schools, 16 colleges, and 46 high schools) with active Best Buddies chapters served 1063 buddy pairs. The program targets students with disabilities that are likely to drop out of high school and/or struggle in the academic curriculum and pairs each student with a mentor to foster educational growth. Support for Best Buddies is specifically marked as a State budget line item.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 1**

Regional Program Specialists employed by INSOURCE (the Indiana Resource Center for families with special needs); collaborate with IDOE, parents, schools to keep students in school.	On-Going	<p>The IDEA 2004 grantee and parent advocacy group, the Indiana Resource Center for Families with Special Needs (INSOURCE), conducted a variety of presentations and workshops across the state. The training sessions often focused on helping parents and educators understand the special education process and concepts. The training events were conducted in collaboration with other agencies such as the IDOE, Parent Information and Resource Center (PIRC), About Special Kids (ASK), Indiana Institute for Disability and Community (IIDC) and many LEAs from across the state.</p> <p>Individual assistance was also an important part of the support provided to families in pursuit of assistance for their children with disabilities. This assistance and consultation was provided via meetings, phone calls, e-mail, and letters.</p> <p>INSOURCE maintained a website for the distribution of help to parents. The online resources provided parents easy access to important information and provided a forum to exchange ideas and information with other parents.</p>
The transition school to work Interagency Coordinating Council, (known as the "290 Committee") address statewide issues as they relate to transition.	On-Going	<p>The Statewide Transition Policy Work group is following possible pending changes in the legislation regarding the addition of a career diploma. The group is also following discussion by the State Board of Education (SBE) in regard to possible changes to the 'Core 40' standards.</p>
Dropout Prevention Grant Proposal Competition	On-Going	<p>The IDOE through the Office of College and Career Readiness offered a new Dropout Prevention Grant Proposal Competition. The competition was offered over the summer of 2012. Ten school corporations and 2 charter schools were selected to be eligible for the Dropout Prevention Fund Grants. These corporations were selected based on an average graduation rate (spanning 3 consecutive years), an average dropout rate (spanning 3 consecutive years), percentage of students receiving of free/reduced lunch, percentage of students who failed End of Course Assessment (ECA) English 10, and percentage of students who failed ECA Algebra 1. Two schools were selected to receive funds for SY12-13 and SY13-14 based on a rubric that was sent to the schools along with the initial proposal. The two schools will receive \$40,000 SY2012-13 and SY13-14 – with a possible \$20,000 the third year, if all the criteria is met.</p>

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)****Indicator 1**

Alternative Education Grant Proposal	On-Going	Indiana offers the Alternative Education Grant Proposal. Any Indiana LEA may submit a proposal for a new alternative education program which must offer students a mode of instruction they would not otherwise receive in the traditional classroom. Most programs offer credit recovery for students via a software program, but many also offer project based learning, community service learning opportunities, job shadowing, jobs, etc.
Define policies and procedures for data collection and reporting.	On-Going	The Office of Special Education collaborated with the IDOE Office of Data and Accountability to define procedures for data collections and reporting pertaining to Special Education. These procedures established specific timelines for the process of data collection to both ensure all LEAs report their data in a timely manner and allow time for LEAs to seek any necessary clarification so that data is reported accurately.

**OSEP Response Table for this Indicator FFY11 (SY11-12):**

<b>Statement from the Response Table</b>	<b>State's Response</b>
The State revised the improvement activities for FFY11 and FFY12 for this indicator and OSEP accepts those revisions.	No response required.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 2**

**Indicator 2**

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report a percentage using the number of youth with IEPs (14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.

**Data Source:** 618 Exiting Table

FFY	Measurable and Rigorous Target
FFY12 (SY12-13)	The dropout rate for students with disabilities is $\leq 20\%$
FFY11 (SY11-12)	The dropout rate for students with disabilities is $\leq 21\%$

**Actual Target Data for FFY12 (SY12-13):**

FFY	Calculation	Actual Rate
	Numerator: # Drop-Outs (16-22)	
	Denominator: # Graduates + # Certificates + # Drop-Outs (ages 16-22) + Maximum Age	
FFY12 (SY 12-13)	643	8.54%
	$5,767 + 1,063 + 643 + 59 = 7,532$	
FFY11 (SY 11-12)	820	10.76%
	$5,617 + 1,056 + 820 + 74 = 7,567$	

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY12 (SY12-13):**

No discussion necessary.

The "Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet" says "As part of OSEP's effort to reduce the reporting burden for States, in the FFY12 APR, states: (1) are not required to provide an explanation of: a) progress."

Indiana decreased the dropout rate by 2.2% with a dropout rate of 8.54%, meeting the FFY12 target of a dropout rate  $\leq 20\%$ .

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12 (SY 12-13):**

No revisions necessary. The "Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet" says "As part of OSEP's effort to reduce the reporting burden for States... (2) are not required to discuss improvement activities for: a) compliance indicators where the State reports 100% compliance for FFY12; and (b) results indicators where the State has met its FFY12 target."

**OSEP Response Table for FFY11 (SY 11-12):**

Statement from the Response Table	State's Response
The State revised the improvement activities for FFY11 and FFY12 for this indicator and OSEP accepts those revisions.	No response required.

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 3

#### Indicator 3

**Monitoring Priority:** FAPE in the LRE

**Indicator 3:** Participation and performance of children with Individualized Education Programs (IEPs) on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP (Adequate Yearly Progress) targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

A.1 AYP percent =  $\left[ \frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \times 100$ .

B. Participation rate percent =  $\left[ \frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$ . The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent =  $\left[ \frac{\text{(\# of children with IEPs enrolled for a full academic year scoring at or above proficient)}}{\text{(total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math)}} \right]$ .

**Data Source:** Consolidated State Performance Report, EdFacts, EDEN (Educational Data Exchange Network)

**Overview of the Indicator:**

For the Indicator, FFY 2012 (SY 12-13) results are reported using test scores administered during the spring of FFY 2012 (SY 12-13) through the , EDEN (Educational Data Exchange Network) and Consolidated State Performance Report (CSRP).

Indiana applied for and was granted a waiver of the requirements to determine AYP for LEAs and schools as part of requesting ESEA flexibility. Due to this, Indiana is using AMO data rather than AYP data for Indicator 3A for FFY 2012 (SY 12-13).

**Public Reporting Information:**

Public reports of assessment results, conforming to 34 CFR §300.160(f), are available at the following websites:

<http://www.doe.in.gov/achievement/assessment/istep-results> (*Indiana Statewide Assessment - ISTEP*)

<http://www.doe.in.gov/improvement/accountability/find-school-and-corporation-data-reports> (see 'Alternate and modified Assessments' heading for the IMAST and ISTAR alternate assessments; See ISTEP+ heading for the report on students with disabilities participation in the statewide assessment with and without accommodation.)

Details regarding AMO data will publicly available at [www.doe.in.gov](http://www.doe.in.gov) by March 2014.

Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

Indicator 3

Targets and Actual Target Data for FFY 2012 :

FFY 2012	Measurable and Rigorous Targets									
	Districts Meeting AMO for Special Education Subgroup (3A)		Participation for Students with IEPs (3B)				Proficiency for Students with IEPs (3C)			
Targets for FFY 2012 (SY 12-13) <sup>4</sup>	77.50%		Reading		Math		Reading		Math	
			95%		95%		39%		45%	
Data for FFY 2012 (SY 12-13)	#	%	#	%	#	%	#	%	#	%
	239	77.59%	78566	96.1%	78936	96.5%	41294	50.5%	39289	48.0%

3.A - Actual Target Data for FFY 2012:

Measurable and Rigorous Targets:

FFY	Measurable and Rigorous Target for Indicator 3A
FFY 2012 (SY 12-13)	77.50%

Percent of the districts with a Special Education subgroup that meets the State's minimum "n" size<sup>5</sup> that meet the State's AMO targets for the Special Education subgroup:

Year	Total # of Districts	Number of Districts Meeting the "n" size	Number of Districts that meet the minimum "n" size and met AMO	Percent of Districts
FFY 2012 (SY 12-13)	356	309	239	77.59%

The table below was included in Indiana's approved application for ESEA flexibility and represents Indiana's new statewide AMO for the Special Education subgroup. This information was utilized in calculating AMO for Indicator 3A.

School Year	Bench mark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CC R %	Annual Graduation Rate Goal	Grad Rate %
2011-2012	Base line			44%	54%		4%		61%

<sup>4</sup> Target data was not developed based on the baseline data from FFY 2011 as referenced in the FFY 2011 APR. Indiana is waiting for OSEP guidance for the SSIP.

<sup>5</sup> "n" size is 30

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School Year	Benchmark	Benchmark Goal	Annual State Assessment Proficiency Goal	Pass % ELA	Pass % Math	Annual College & Career Readiness (CCR) Rate Goal	CCR %	Annual Graduation Rate Goal	Grad Rate %
2012-2013			Increase by 5 percentage points in ELA and 3 percentage point in Math	49%	57%	Increase by 1 percentage point	5%	Increase by 3 percentage points	64%

**3.B – Actual Participation Target Data for FFY 2012:**

**Measurable and Rigorous Targets:**

FFY	Measurable and Rigorous Target for Indicator 3B
2012 (SY 12-13)	The rate of participation of students with disabilities in statewide assessments is $\geq 95\%$ .

**Reading Participation rate for children with IEPs:**

Statewide Assessment 2012-2013		Reading Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	Total	
									#	%
a	Children with IEPs	12640	12267	12326	12096	11434	11336	9641	81740	
b	IEPs in regular assessment with no accommodations	4059	2943	2244	1617	1146	899	1186	14094	17.2%
c	IEPs in regular assessment with accommodations	5426	5540	5796	6028	6338	6622	6900	42650	52.18%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.0%
e	IEPs in alternate assessment against modified standards	2019	2622	2927	3024	2514	2201	0	15307	18.7%
f	IEPs in alternate assessment against alternate standards	802	785	868	937	956	1133	1034	6515	8.0%
g	Overall (b+c+d+e+f)	12306	11890	11835	11606	10954	10855	9120	78566	96.1%



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Baseline									
<b>Children included in a but not included in the other counts above</b>									
In your narrative, account for any children with IEPs who did not participate.	334	377	491	490	480	481	521	3174	<b>3.9%</b>

**Math Participation rate for children with IEPs:**

Statewide Assessment 2012-2013		Math Assessment								
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	Total	
									#	%
a	Children with IEPs	12641	12267	12326	12096	11434	11337	9640	81741	
b	IEPs in regular assessment with no accommodations	4081	2948	2234	1887	1133	876	1533	14692	18.0 %
c	IEPs in regular assessment with accommodations	5532	5610	5917	6220	6500	6756	6466	43001	52.6%
d	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	0.0%
e	IEPs in alternate assessment against modified standards	1965	2537	2845	2898	2372	2108	0	14725	18.0%
f	IEPs in alternate assessment against alternate standards	805	785	868	937	956	1134	1033	6518	8.0%
g	Overall (b+c+d+e+f) Baseline	12383	11880	11864	11942	10961	10874	9032	78936	96.5%
Children included in a but not included in the other counts above										
In your narrative, account for any children with IEPs who did not participate.		229	372	431	422	430	415	146	2445	3.0%

The following are reasons that a student with an IEP was not considered a participant in the assessment:

- Students whose assessment results were considered invalid
- Parent opts out of student taking assessment
- Student was absent during assessment

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- Medically unfit for testing
- Students did not participate for other reasons that included expulsion and suspension, students who were not enrolled at the time of testing, and students whose grade level was marked in error.

#### Accommodations and Valid Scores:

- Accommodations yielding valid scores: Tests taken by students who were provided accommodations that have been approved by the State are considered valid and the students should be included as participants.
- Accommodations may be approved in one of two ways: (1) in most cases approved accommodations are on a State list of preapproved accommodations; (2) Indiana allows the IEP team to seek approval from the State Education Agency (SEA) for use of non-standard accommodations that do not appear on the list. In these cases, if the State determines that the accommodation does not invalidate the score, students receiving these accommodations will be included as participants.
- Students who received invalid scores due to an accommodation that was not approved by the State are counted as non-participants. In making the calculations, these students are included in the denominator (# of children with IEPs enrolled during the testing window), but NOT in the numerator (# of children with IEPs participating in the assessment).
  - Under certain circumstances, students whose scores are considered invalid for any other reason may be considered participants, consistent with Indiana's Elementary and Secondary Education Act (ESEA) Accountability Workbook.

### 3.C – Actual Performance Target Data for FFY 2012

#### Measurable and Rigorous Targets:

FFY	Measurable and Rigorous Target for Indicator 3C
2012 (SY 12-13)	The number of students with disabilities with reported proficiency on statewide and alternate assessment is $\geq 39\%$ English/Language Arts and $\geq 45\%$ Mathematics.

#### Actual Target Data for Performance:

#### Reading Proficiency rate for children with IEPs against grade level modified and alternate academic achievement standards:

Statewide Assessment 2012-2013		Reading Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	12640	12267	12326	12096	11434	11336	9641	81740	
b	IEPs in regular assessment with no accommodations	3155	3784	4286	4451	3950	3815	1555	24996	30.5%
c	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	
d	IEPs in alternate assessment against modified standards	1608	2080	2232	2194	1617	1239	0	10970	13.42%

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e	IEPs in alternate assessment against alternate standards	604	612	729	727	794	958	904	5328	<b>6.51%</b>
f	Overall (b+c+d+e) Baseline	5367	6476	7247	7372	6361	6012	2459	41294	<b>50.51%</b>

**Math Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards:**

Statewide Assessment 2012-2013		Math Assessment Performance							Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade HS	#	%
a	Children with IEPs	12641	12267	12326	12096	11434	11337	9640	81741	
b	IEPs in regular assessment with no accommodations	3028	3709	4175	4292	3801	3705	1641	24351	<b>29.8%</b>
c	IEPs in alternate assessment against grade-level standards	0	0	0	0	0	0	0	0	<b>0%</b>
d	IEPs in alternate assessment against modified standards	1606	1781	1924	1675	1475	1052	0	9513	<b>11.6%</b>
e	IEPs in alternate assessment against alternate standards	572	607	733	760	814	996	943	5425	<b>6.6%</b>
f	Overall (b+c+d+e) Baseline	5206	6097	6832	6727	6090	5753	2584	39289	<b>48.0%</b>

**Explanation of Progress or Slippage that occurred for FFY 2012 (SY 2012-13):**

FFY	Indicator 3A Percentage
FFY 2012 (SY12-13)	77.59%
FFY 2011 (SY11-12)	77.0%

New targets for FFY 2012 were not developed based on baseline data from FFY 2011. Although there were not targets developed, there was no increase or decrease in 3A percentage from FFY 2011 to FFY 2012.

FFY	Indicator 3B Percentages	
	Reading	Math
FFY 2012 (SY12-13)	96.1%	96.5%
FFY 2011 (SY11-12)	95.5%	95.6%

Indiana has met its targets of 95% in Reading participation and 95% in Math participation.

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FFY	Indicator 3C Percentages	
	Reading	Math
FFY 2012 (SY12-13)	50.5%	48.0%
FFY 2011 (SY 11-12)	52.7%	62.1%

Indiana has met and exceeded its targets of 38% in Reading proficiency and 44% in Math proficiency.

**Discussion of Improvement Activities Completed for FFY 2012 (SY 12-13):**

Improvement Activity	Timeline	Status
Develop and implement the Indiana Modified Achievement Standards Test (IMAST)	FFY 2008 (SY 08-09) Through FFY 2013(SY13-14)	Indiana continues to administer and support the IMAST, Indiana's alternate assessment against grade-level standards, allowing students to be assessed based on the student's individualized needs. Indicator outcomes data are taken directly from the IMAST assessment, comparison of students taking ISTEP+ against IMAST by disability category. IMAST will discontinue after FFY 2013.
Focused efforts at developing standards-based IEPs, with a focus on the middle and high school levels.	Ongoing	Indiana continues efforts focused on the development of standards-based IEPs with an emphasis on the middle and high school levels.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):**

FFY 2011 (SY11-12) data for Indicator 3A represents Indiana's baseline data for this Indicator. Target data was not developed based on the baseline data from FFY 2011 as referenced in the FFY 2011 APR. Indiana is waiting for OSEP guidance on the SSIP.

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
3A: OSEP appreciates the State's efforts to improve performance.	No response required.
3B: OSEP appreciates the State's efforts to improve performance.	No response required.

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### Indicator 4A

#### Indicator 4A

##### Monitoring Priority: FAPE in the LRE

**Indicator 4A:** Rates of suspension and expulsion:

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

##### Measurement:

Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year for children with IEPs) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

**Data Source:** Indiana SE and ES Reports

##### Overview of Issue/Description of System or Process:

The State must provide a definition of "significant discrepancy" referencing the comparison methodology used and the measure of how the rates were calculated (e.g. rate ratio, rate difference, comparison to a State average, or other).

The State must choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):

*Compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or*

*The rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA.*

If the State used a minimum "n" size requirement report the number of districts excluded from the calculation of rates as a result of using the minimum 'n' size.

If significant discrepancies occurred, and the district with discrepancies had policies, procedures, or practices that contributed to the significant discrepancy and do not comply with the requirement relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, the State must describe how it ensured that such policies and procedures and practices were revised to comply with applicable requirements. In reporting on correction of noncompliance, the State must report consistent with OSEP Memorandum 09-02 dated October 17, 2008.

##### In analyzing data for this indicator, the State must:

*Use the data collected on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days) for the school year — 2011-2012 due, November 1, 2012. Sampling from State's 618 data is not allowed.*

Indiana used Table 5 data.

##### Definition of Significant Discrepancy and Identification of Comparison Methodology

*The State must provide a definition of "significant discrepancy" referencing the methodology used and the measure of how the rates were calculated (e.g. risk ratio, weighted risk ratio, comparison to a State average, or other).*

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### Indicator 4A

Indiana defines Indicator 4A significant discrepancy of students with disabilities in the rates of suspensions and expulsions greater than 10 days as “an incidence rate that is two times or higher than the State incidence rate for two consecutive years.”

Indiana sets the sample “n” size to a minimum of 10 students in a given population.

*The State must choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):*

*Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or*

*The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA.*

Indiana compares the rates of suspensions and expulsions among LEAs in the State.

#### Actual Target Data for FFY12 (using 2011-2012 data)

FFY	Measurable and Rigorous Target
FFY12 (using 2011-2012 data)	The percent of LEAs meeting the criteria for statistical significance as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year will be equal to/or less than 1.00%.

**For this indicator, report data for the year before the reporting year (using 2011-2012 data).**

Indiana’s significant discrepancy definition requires an LEA to exceed the established threshold for two consecutive years; therefore the State utilized the FFY10 (SY10-11) and FFY11 (SY11-12) data when reporting significant discrepancy in the FFY12 (SY12-13) APR.

Indiana had 1.98% percent of LEAs meeting the criteria as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than ten days in a school year.

#### Districts with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies	Percent
FFY 2012 (using 2009-2010 and 2010-2011 data)	352	7	1.98%
FFY 2011	356	9	2.53%

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**Indicator 4A**

<b>Year</b>	<b>Total Number of Districts*</b>	<b>Number of Districts that have Significant Discrepancies that were the result of inappropriate policies, procedures and practices</b>	<b>Percent</b>
<b>FFY12 (using 2009-2010 and 2010-2011 data)</b>	352	5	1.42%

*Describe the results of the State examination of the data.*

- For the analysis of Indicator 4A there were a total of 352 LEAs.
- Indiana included the total number of LEAs in the State in the denominator.
- Of these, 73 LEAs met the 'n' size.
- Of these, seven (7) LEAs were found to be significantly discrepant.
- These seven (7) LEAs were required to complete a self-assessment regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
- Of these seven, all LEAs were required to have a file review conducted for further analysis.
- Five (5) LEAs were determined to have policies, procedures, or practices that contributed to the significant discrepancy.

**Revisions Made to FFY11 per discussion with OSEP April, 2013**

In April, 2013 Indiana Department of Education was contacted by the OSEP team leader and state contact, notifying the department of errors in delineating Indicator 4B findings made in March, 2012. Indiana had characterized these findings as FFY2010 findings based on the data year and not the reporting year. In preparing this APR, Indiana discovered that the same error had been made for Indicator 4A.

The following tables reflect what was reported in the FFY11 APR and what should have been reported.

**Reported in FFY11 APR**

<b>Year</b>	<b>Total Number of Districts*</b>	<b>Number of Districts that have Significant Discrepancies that were the result of inappropriate policies, practices and procedures</b>	<b>Percent</b>
<b>FFY11 (using 2008-2009 and 2009-2010 data)</b>	356	6 <sup>6</sup>	1.69%

<sup>6</sup> As indicated in the 11APR this included 5 LEAs with new findings and 1 LEA with continued non-compliance.

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**Indicator 4A**

**Actual for FFY11 APR**

Year	Total Number of Districts*	Number of Districts that have Significant Discrepancies that were the result of inappropriate policies, practices and procedures	Percent
FFY11 (using 2008-2009 and 2009-2010 data)	356	5	1.41%

**Review of Policies, Procedures, and Practices** (completed in FFY12 using 2011-2012 data): If any Districts are identified with significant discrepancies:

*Describe how the State reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA. The failure of the State to conduct this review is noncompliance with 34 CFR §300.170(b). The State should have completed this review by June 30, 2013;*

Indiana notified the LEAs that the data analysis reflected possible noncompliance with this indicator and required each LEA to complete a self-assessment of their policies, procedures and practices utilizing the *Disproportionate Representation/Significant Discrepancy Self-Assessment Survey*. The self-assessment was reviewed and follow-up telephone interviews and email exchanges were conducted as necessary. Based on the review of the surveys, supporting documentation and information obtained through the follow up methods, Indiana determined if the LEA had compliant policies, procedures and practices. If so, the LEA was deemed compliant with this indicator.

If, through this process, Indiana determined that the LEA had policies and procedures that were not sufficient to make a determination of compliance, practices were then reviewed. Indiana conducted a file review, including review of the Individualized Education Program and applicable supporting documentation. Indiana selected the files based upon a ten percent random sample (no less than five, no more than 10) of case files of students with disabilities that were suspended or expelled for more than 10 cumulative days. If practices were determined to be inappropriate, findings were issued. Indiana completed this review by June 30, 2013.

*Report if the State identified any noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). (If no noncompliance identified, please indicate); and*

Indiana identified noncompliance of 5 LEAs through the review.

*If the State, through the review of policies, practices, and procedures identified policies, practices, or procedures that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State revised (or required the affected district(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.*

The five LEAs with new findings of noncompliance were informed that the noncompliance must be corrected as soon as possible but in no case greater than one year from the date of the issuance of the finding. The LEAs were informed that they were required to:

- Correct each individual case of noncompliance identified in the file review, unless the student was no longer under the jurisdiction of the LEA, and,
- Review and revise their policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and



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### Indicator 4A

procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA. Each LEA created a Corrective Action Plan (CAP) through the submission of a Monitoring Workbook. The Monitoring Workbook included LEA specific data in regard to the file review, and a root cause analysis questionnaire to be completed by the staff of the LEA in order to inform the CAP.

In addition, all five of the LEAs identified with noncompliance were informed that they were required to work with IDOE staff and the appropriate Indiana Resource Network (IRN) technical assistance provider(s). Progress on this Indicator was monitored through the general supervision component of the IDOE special education monitoring process.

#### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY12:

Indiana is reporting progress of .57%. Indiana did not meet its target of 1.0% for the reporting year.

Progress has occurred. The PBIS Indiana technical assistance center continues to develop and establish a statewide network of culturally responsive positive behavior interventions and supports. The PBIS Indiana technical assistance center continues to work with emerging model sites to develop a state-of-the-art model of culturally responsive PBIS. The center provides an extensive list of tools that include web-based modules, publications and other resources on culturally responsive practices, disproportionality, leadership teams and PBIS frameworks.

More improvement activities are described in the Improvement Activities Table below.

**Correction of FFY11 Findings of Noncompliance** *Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

Number of findings of noncompliance the State made during FFY11 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	<b>5</b>
Number of FFY11 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	<b>5</b>
Number of FFY11 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

#### Correction of FFY11 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

Number of FFY11 findings not timely corrected (same as the number from (3) above)	<b>0</b>
Number of FFY11 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>0</b>
Number of FFY11 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

#### Actions Taken if Noncompliance Not Corrected:

*For FFY11 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued*

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### Indicator 4A

*lack of compliance, including, as appropriate, enforcement actions taken against a district that continues to show noncompliance.*

This is not applicable to Indiana.

#### **Verification of Correction (either timely or subsequent):**

*For those findings for which the State has reported correction, describe the process the State used to verify that the district is correctly implementing the specific regulatory requirement(s).*

To assure that the LEA is correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for Indicator 4A.

#### **Correction of Any Remaining Findings of Noncompliance from FFY09 or earlier (if applicable):**

*Provide information regarding correction using the same format provided above.*

Number of remaining findings made during FFY08 (in the period from July 1, 2008 – June 30, 2009 using 2007-2008 data), noted in OSEP's July 1, 2013 FFY11 APR response table for this indicator	1
Number of remaining FFY08 findings the State has verified as corrected	1
Number of remaining FFY08 findings the State has NOT verified as corrected [(1) minus (2)]	0

#### **Correction of FFY08 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

Number of FFY08 findings not timely corrected (same as the number from (3) above)	0
Number of FFY08 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
Number of FFY08 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

#### **Actions Taken if Noncompliance Not Corrected:**

*For FFY 2008 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a district that continues to show noncompliance.*

This is not applicable to Indiana.

#### **Verification of Correction (either timely or subsequent):**

*For those findings for which the State has reported correction, describe the process the State used to verify that the district is correctly implementing the specific regulatory requirement(s).*

To assure that the LEA is correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student

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**Indicator 4A**

where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for Indicator 4A.

**OSEP Response Table for FFY2011**

Statement from the Response Table	State's Response
The State reported that noncompliance identified in FFY08 as a result of the review it conducted pursuant to 34 CFR §300.170(b) was not corrected. When reporting on the correction of this noncompliance, the State must demonstrate, in the FFY12 APR, which it has verified, that each district with remaining noncompliance, identified in FFY08, is correctly implementing the specific regulatory requirement(s).	As described above, noncompliance from 2008 has been corrected.
The State must report, in its FFY12 APR, on the correction of noncompliance that the State identified in FFY11 as a result of the review it conducted pursuant to 34 CFR §300.170(b). When reporting on the correction of this noncompliance, the State must report that it has verified that each LEA with noncompliance identified by the State: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY12 APR, the State must describe the specific actions that were taken to verify the correction.	To assure that the LEA is correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for Indicator 4A.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12 (if applicable):**

Improvement Activities	Timelines	Status
Coordinate activities with the School Wide Positive Behavior Support (PBS) initiative, a systems approach to effective school-wide management that provides a comprehensive continuum of supports.	Ongoing	<p>PBIS Indiana technical assistance center continues to develop and establish a statewide network of culturally responsive positive behavior supports. The project continues to work with emerging model sites to develop a state-of-the-art model of culturally responsive PBIS (CR-PBIS). The center collaborates closely with national leaders and a state advisory team to support a statewide PBIS network, including training and technical assistance.</p> <p>PBIS Indiana offered regional trainings throughout the state to scale up CR-PBIS. This included 31 school leadership teams receiving training to develop Universal (Tier 1) Systems of Supports and 48 school leadership teams receiving training to develop Tier 2 Systems of Supports. PBIS Indiana also held a statewide Coaches Forum, in which coaches or team leaders from implementing schools around</p>

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Improvement Activities	Timelines	Status
		the state were offered skill sessions and networking opportunities.
LEAs identified with significant discrepancies will receive training in Culturally Responsive School Wide Positive Behavior Supports.	Ongoing	The LEAs with Indicator 4A significant discrepancy had the opportunity to work with one or more of the centers to develop, implement and monitor a LEA plan of correction which included training in Culturally Responsive School Wide Positive Behavior Supports.
<p>Provided targeted, comprehensive support to schools across the State to improve teaching and learning via resource centers whose areas of focus are:</p> <ul style="list-style-type: none"> <li>Autism;</li> <li>Effective assessment and instruction;</li> <li>Effective evaluations;</li> <li>Effective and compliant IEPs;</li> <li>Positive behavior supports;</li> <li>and,</li> <li>Transition to adulthood</li> </ul> <p>In additional statewide support, DOE provided:</p> <ul style="list-style-type: none"> <li>Parent training and information;</li> <li>Assistive and accessible technologies; and,</li> <li>Training for teachers of students who are deaf, blind and/or have low vision</li> </ul>	Ongoing	<p><a href="#">PBIS Indiana: Positive Behavior Interventions &amp; Supports Resource Center</a></p> <p>The Indiana University Equity Project at the Center for Evaluation and Education Policy (CEEP) in collaboration with the Center for Education and Lifelong Learning at the Indiana Institute on Disability and Community (IIDC) is the IRN center whose focus is to develop and establish a statewide network of culturally responsive school-wide positive behavior support sites and increase educators' knowledge and understanding of how PBIS impacts student achievement, family engagement, dropout rate and least restrictive environment placements. The center is working on the following activities:</p> <ul style="list-style-type: none"> <li>Development of an expanded RTI-based model of PBIS that addresses issues of culture and contributes to improved outcomes in achievement, graduation, and LRE;</li> <li>Development of six model demonstration sites committed to the full implementation of the PBIS Indiana framework. This work includes culturally responsive training at Tier 1, 2, and 3;</li> <li>Working with sites assigned by the IDOE to address identified insufficiencies through the implementation of the PBS Indiana framework;</li> <li>Working with schools partially implementing PBIS, providing professional development and technical assistance as needed to move schools at any level of implementation to more complete implementation;</li> <li>Conducting a survey statewide to assess the level of implementation in schools across the state;</li> <li>Increasing capacity by building the knowledge base; and,</li> <li>Development of a fully functioning and sustainable network of culturally responsive PBIS in Indiana.</li> </ul> <p>The center has developed an extensive list of tools that include web-based modules, publications and other resources on:</p> <ul style="list-style-type: none"> <li>Culturally responsive practices;</li> <li>Disproportionality;</li> <li>Leadership teams; and,</li> <li>PBIS frameworks.</li> </ul> <p><a href="#">Effective Evaluation Resource Center (EERC)</a></p> <p>The EERC provides statewide professional development as</p>

Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

Indicator 4A

Improvement Activities	Timelines	Status
		<p>well as targeted technical assistance to LEAs. The EERC focuses on increasing Indiana educators' skills and practices to ensure a) targeted and high quality interventions and strategies for struggling students and b) the use of appropriate special education evaluation procedures and eligibility guidelines for all students. The EERC provides assistance to LEAs in the correction of noncompliance and implementation of systemic changes to prevent future noncompliance.</p> <p>The EERC provided targeted technical assistance and statewide professional development related to appropriate identification practices and outcomes. This included: Coordination of the Disproportionality LEA Technical Assistance Forum, attended by leadership teams from districts with findings for Indicator 4, 9, and/or 10. Resources and materials were developed to assist teams with root cause analysis and development of a corrective action plan. EERC is providing ongoing support and facilitation to assist with CAP implementation and monitoring of practices and data. Onsite technical assistance to LEA district leadership team including review and revision of procedures and practices, text-based discussions, and facilitation of leadership teams and disproportionality committees.</p> <p>Development of written and online resources for use by targeted LEAs and schools statewide. Resources focused on topics such as second language learners, assessment of English language learners, culturally responsive practices, and evidence-based behavior interventions.</p> <p><a href="#"><u>HANDS (Helping Answer Needs by Developing Specialists) in Autism Resource Center</u></a></p> <p>The HANDS in Autism® Interdisciplinary Training &amp; Resource Center provides unique learning opportunities designed to integrate and understand autism and related developmental disabilities through hands-on and coaching experiences. Training and/or consultation opportunities are offered throughout the State and are customized to meet the needs of a particular site determined based on a needs assessment of participants, schools, or the district, verbal feedback, historical review of trainings, and/or verbal discussion with stakeholders requesting such trainings and/or consultation. Such trainings are provided by a multidisciplinary HANDS training team who represent a combination of professionals from the fields of special education, general education, behavioral analysis, school psychology, public health, and clinical psychology. Such a broad range of experience allows us work with different populations and groups and is illustrative of the necessary collaboration involved with successful Culturally Responsive School Wide Positive Behavior Supports (CRSWPBS) and multidisciplinary teams. Trainings are based upon evidence-based practices in</p>

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Indicator 4A

Improvement Activities	Timelines	Status
		<p>autism, as reported by the National Standards Project and National Autism Center, and in line with the proactive and positive behavioral plans promoted within CRSWPBS. These foundational components (i.e., proactive and positive behavioral plans) are a natural tie to the HANDS training curriculum and evidence based practices purported by the aforementioned report.</p> <p>Another hands-on training opportunity is offered through Summer Training, a week-long intensive training for school personnel that combines didactic training and hands-on experience in the HANDS classroom.</p> <p>In addition to hands-on training and consultations, HANDS in Autism® offers a growing depository of other learning opportunities:</p> <p>Workshops for professionals and caregivers: a series of workshops based on the most popular topics that may include but not limited to creation of visuals supports for specific strategies, Q&amp;A for parents, strategy training, etc. Offered live and online.</p> <p>eLearning: self-paced interactive tutorials that range from general information about autism to the use of specific strategies. Upon successful completion of a tutorial and final quiz, participants will get a certificate of completion that could be used towards PGP.</p> <p>Web-, podcasts, and videos: archived webinars on a range of topics. Certificate of completion is available for select options. Videos range from general information about autism to strategy video modeling.</p> <p>Training Toolkits: resource toolkits that range from single strategy training to a setting-specific range of strategies training that could be used to train peers, parents, and colleagues.</p> <p>Manuals: Large publications that offer helpful information and strategies for specific populations (e.g., caregivers of individuals with autism, etc).</p> <p>Individual publications: handouts that range from general information about the disorders to specific strategy-based information, templates for academic and non-academic activities, functional skills training, etc. Materials in Spanish are also available.</p> <p>Collaboration with local professionals and families through the HANDS-initiated Local Community Cadres to meet needs of specific communities in training, material dissemination, and resource development.</p> <p><a href="#">INSOURCE</a></p> <p>Parent Support Volunteers (PSV): INSOURCE continued to provide ongoing activities throughout the state to help support a network of 170 PSVs. INSOURCE has maintained this</p>

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Indicator 4A

Improvement Activities	Timelines	Status
		<p>volunteer network for 33 years. This program has successfully supported many thousands of parents of children with disabilities statewide, using a parent to parent service delivery mode. INSOURCE provided information and ongoing training and support to the PSVs via its statewide network of paid staff of Regional Program Specialist (RPS). Individual support to parent volunteers is available on an “as needed” basis and covers many different topics or issues including suspensions and expulsions of students with Individualized Education Programs (IEP). During this twelve month period, this parent volunteer statewide network provided training and assistance to 383 families and other contacts statewide. This training and assistance included support to families concerning special education eligibility, eligibility categories and expulsion &amp; suspension of students with IEPs.</p> <p>RPS: INSOURCE continued the maintenance of 22 regional offices to insure an appropriate level of support for parents and educators in their communities. Statewide support to families and educators reflected in this activity are generally provided on an individual basis, and may include assistance provided by email, telephone or on a face to face basis. RPS in the regional offices assistance to families covered a range of topics concerning the education of students with disabilities. During this twelve month period, INSOURCEs RPS provided assistance to 10,656 families and other contacts statewide.</p> <p>Statewide: INSOURCE staff also continued its support to parents of children with disabilities and educators statewide by providing both live and online training opportunities. These training programs cover a variety of topics including the special education processes, eligibility, IEPs, transition to adult life, and suspension and expulsion for students with IEPs. During this time period, INSOURCE staff conducted 298 live/webinar trainings across the state, reaching 5,858 participants. INSOURCE also reached 848 participants through its online library of special education presentations. INSOURCE staff also conduct Bullying Prevention trainings. This workshop is designed for parents to explore the dynamics of bullying, and to learn what they can do to help children address this issue. The workshop focuses on students with disabilities, and includes a brief review of the applicable laws and available resources. Topics include: Types of bullying, who is bullied, why children are bullies, the roles schools play, laws and policies, bullying prevention strategies.</p> <p><a href="#">PATINS Project</a> The Promoting Achievement through Technology and Instruction for all Students Project (PATINS Project) state-wide technical assistance network for the provision of</p>

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Indicator 4A

Improvement Activities	Timelines	Status
		<p>assistive/accessible technology supports to assist Indiana's local educational agencies. As a sole source provider for the Indiana Department of Administration and the Indiana Department of Education, the PATINS Project works with local educational agencies to create, locate, and acquire flexible and accessible curricular materials and utilize technology tools that will support students with disabilities and reduce the existing barriers to learning in the classroom. By addressing learner barriers in the classroom through effective and accessible technologies, materials and instruction, the project provides resources (assistive technologies and training) to local educational agencies to develop compensatory strategies and access to tools to reduce the effects of student's disabilities and thereby allowing students to focus their ability on the specific demands of academic tasks and successfully demonstrate acceptable behaviours. The PATINS Project works with schools to reduce potential triggers of undesirable behaviour through the use of assistive technology and effective instruction by:</p> <ul style="list-style-type: none"> <li>Utilizing specific assistive technology tools to monitor behaviour during assigned classroom tasks;</li> <li>Utilizing strategies and assistive technology tools to self-regulate behaviour during academic task performance;</li> <li>Accessing the curriculum in multiple, flexible and engaging ways.</li> </ul> <p>Maintaining a Refurbished Computer program, which supplies students with access who may not have computer access otherwise.</p> <p>Maintaining and regularly updating an online set of video, text and audio resources available to LEA staff 24/7,</p> <p>Providing a state-wide lending library of assistive technologies for LEAs to borrow and try with students, allowing for more informed and appropriate purchases.</p> <p>Providing a two-day statewide conference on classroom implementation of accessible instruction and also a one-day statewide conference on accessible technologies.</p> <p>Providing a statewide targeted technical assistance opportunity to approximately ten districts per school year for the purpose of working closely with LEAs to assist with developing, improving and/or sustaining an effective and efficient system for the provision of specialized formats of print-based instructional materials to students with disabilities.</p> <p>Maintaining a state-wide repository and delivery system of accessible instructional materials and,</p> <p>Utilizing assistive technology to help students manage behaviours associated with social components of classroom activities.</p>



Indicator 4B

Indicator 4B

**Monitoring Priority: FAPE in the LRE**

**Indicator 4B:** Rates of suspension and expulsion:

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspension and expulsion of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of districts in the State)] times 100.

Include State's definition of "significant discrepancy."

**Data Source:** DOE SE and ES reports; 618 Table 5

**Overview of Issue/Description of System or Process:**

The State must provide a definition of "significant discrepancy" referencing the comparison methodology used and the measure of how the rates were calculated (e.g. rate ratio, rate difference, comparison to a State average, or other).

The State must choose one of the following comparison methodologies to determine whether significant discrepancies, by race or ethnicity, are occurring (34 CFR §300.170(a)):

*Compare the rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or*

*The rates of expulsions and suspensions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA.*

If the State used a minimum "n" size requirement report the number of districts excluded from the calculation of rates as a result of using the minimum 'n' size.

If significant discrepancies, by race or ethnicity, occurred, and the district with discrepancies had policies, procedures, or practices that contributed to the significant discrepancy and do not comply with the requirement relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, the State must describe how it ensured that such policies and procedures and practices were revised to comply with applicable requirements. In reporting on correction of noncompliance, the State must report consistent with OSEP Memorandum 09-02 dated October 17, 2008.

**In analyzing data for this indicator, the State must:**

*Use the data collected on Table 5 of Information Collection 1820-0621 (Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More than 10 Days) for the school year — 2011-12 due, November 1, 2012. Sampling from State's 618 data is not allowed.*

Indiana used Table 5 data.

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### Indicator 4B

#### Definition of Significant Discrepancy and Methodology

*The State must provide a definition of "significant discrepancy" referencing the comparison methodology used and the measure of how the rates were calculated (e.g. rate ratio, rate difference, comparison to a State average, or other).*

Indiana's definition identifies Significant Discrepancy of racial and ethnic groups (Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White, and two or more races) as a risk ratio for a given racial/ethnic group that is greater than 2.0 for two consecutive years

Indiana sets the sample "n" size is to 10 or more students with disabilities in any of the racial/ethnic groups suspended or expelled for more than 10 days in a school year.

*The State must choose one of the following comparison methodologies to determine whether significant discrepancies are occurring (34 CFR §300.170(a)):*

*Compare the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs in the State; or*

*The rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs in each LEA compared to the rates for nondisabled children in the same LEA.*

Indiana compares the rates of suspensions and expulsions among LEAs in the State.

#### Actual Target Data for FFY12 (using 2011-2012 data)

FFY	Measurable and Rigorous Target
FFY12 (using 2011-2012 data)	Percent of districts reporting that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards will be 0%.

***For this indicator, report data for the year before the reporting year (use 2011-2012 data).***

Indiana's significant discrepancy definition requires an LEA to exceed the established threshold for two consecutive years; therefore the State utilized the FFY10 (SY10-11) and FFY11 (SY11-10) data when reporting significant discrepancy in the FFY12 (SY12-13) APR.

Indiana had 1.70% percent of LEAs meeting the criteria (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contributed to the significant discrepancy.

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Indicator 4B

Districts with Significant Discrepancy in Rates for Suspension and Expulsion

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies by race or ethnicity
FFY12 (using 2009-2010 and 2010-2011 data)	352	15

Year	Total Number of Districts	Number of Districts that have Significant Discrepancies by race or ethnicity that were the result of inappropriate policies, procedures and practices.	Percent
FFY12 (using 2009-2010 and 2010-2011 data)	352	6	1.70%

*Describe the results of the State examination of the data.*

- For the analysis of Indicator 4B there were a total of 352 LEAs.
- Indiana included the total number of LEAs in the State in the denominator.
- Of these, 62 LEAs met the 'n' size.
- Of these 15 LEAs were found to be significantly discrepant by race or ethnicity.
- These 15 LEAs were required to complete a self-assessment regarding the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
- Based on the self-assessment 15 LEAs were required to have a file review conducted for further analysis.
- Based on the file review six (6) LEAs were determined to have policies, procedures, or practices that contributed to the significant discrepancy.

**Review of Policies, Procedures, and Practices** (completed in FFY12 using 2011-2012 data): *If any Districts are identified with significant discrepancies:*

*Describe how the State reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA. The failure of the State to conduct this review is noncompliance with 34 CFR §300.170(b). The State should have completed this review by June 30, 2013;*

Indiana notified the LEAs that the data analysis reflected possible noncompliance with this indicator and required each LEA to complete a self-assessment of their policies, procedures and practices

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 4B

utilizing the *Disproportionate Representation/Significant Discrepancy Self-Assessment Survey*. The self-assessment was reviewed and follow-up telephone interviews and email exchanges were conducted as necessary. Based on the review of the surveys, supporting documentation and information obtained through the follow up methods, Indiana determined if the LEA had compliant policies, procedures and practices. If so, the LEA was deemed compliant with this indicator.

If, through this process, Indiana determined that the LEA had policies and procedures that were not sufficient to make a determination of compliance, practices were then reviewed. Indiana conducted a file review, including review of the Individualized Education Program and applicable supporting documentation. Indiana selected the files based upon a ten percent random sample (no less than five, no more than 10) of case files of students with disabilities that were suspended or expelled for more than 10 cumulative days. If practices were determined to be inappropriate, findings were issued. Indiana completed this review by June 30, 2013;

*Report if the State identified any noncompliance with Part B requirements as a result of the review required by 34 CFR §300.170(b). (If no noncompliance identified, please indicate); and*

Indiana identified noncompliance of six LEAs through the review.

*If the State, through the review of policies, practices, and procedures identified policies, practices, or procedures that do not comply with the requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, describe how the State revised (or required the affected district(s) to revise) policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA.*

The six LEAs with new findings of noncompliance were informed that the noncompliance must be corrected as soon as possible but in no case greater than one-year from the date of the issuance of the finding. The LEAs were informed that they were required to:

- Correct each individual case of noncompliance identified in the file review, unless the student was no longer under the jurisdiction of the LEA, and,
- Review and revise their policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure that these policies, procedures, and practices comply with IDEA. Each LEA created a Corrective Action Plan (CAP) through the submission of a Monitoring Workbook. The Monitoring Workbook included LEA specific data in regard to the file review, and a root cause analysis questionnaire to be completed by the staff of the LEA in order to inform the CAP.

In addition, all six of the LEAs identified with noncompliance were informed that they were required to work with IDOE staff and the appropriate Indiana Resource Network (IRN) technical assistance provider(s). Progress on this Indicator was monitored through the general supervision component of the IDOE special education monitoring process.

### **Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY12:**

Indiana is reporting progress of .30%.<sup>7</sup> Indiana did not meet its target of 0% for the reporting year.

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<sup>7</sup> Indiana is using 2.0% as the FFY2011 percentage of LEAs that had significant discrepancies, by race or ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The FFY2011 table incorrectly one LEA with continued non-compliance. Only 7 LEAs had been issued new findings. 7 of 346 LEAs equals 2.0%.

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### Indicator 4B

Because Indiana did not meet the target, the PBIS Indiana technical assistance center continues to develop and establish a statewide network of culturally responsive positive behavior interventions and supports. The PBIS Indiana technical assistance center continues to work with emerging model sites to develop a state-of-the-art model of culturally responsive PBIS. The center provides an extensive list of tools that include web-based modules, publications and other resources on culturally responsive practices, disproportionality, leadership teams and PBIS frameworks. More improvement activities are described in the Improvement Activities Table below.

**Correction of FFY11 Findings of Noncompliance** *Do not report on the correction of noncompliance unless the State identified noncompliance as a result of the review required by 34 CFR §300.170(b).*

1. Number of findings of noncompliance the State made during FFY11 (the period from July 1, 2011 through June 30, 2012) using 2010-2011 data	7 <sup>8</sup>
2. Number of FFY11 findings the State verified as timely corrected (corrected within one year from the date of notification to the district of the finding)	4
3. Number of FFY11 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	3

**Correction of FFY11 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY11 findings not timely corrected (same as the number from (3) above)	3
5. Number of FFY11 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	3
6. Number of FFY11 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Actions Taken if Noncompliance Not Corrected:**

*For FFY11 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a district that continues to show noncompliance.*

This is not applicable to Indiana.

**Verification of Correction (either timely or subsequent):**

*For those findings for which the State has reported correction, describe the process the State used to verify that the district is correctly implementing the specific regulatory requirement(s).*

To assure that the LEA is correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for Indicator 4B.

<sup>8</sup> As reported in the 2011 APR, 7 of the 8 LEAs were issued new findings, the 8<sup>th</sup> failed to correct from 2009. The correction of the continued noncompliance is reported below.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)****Indicator 4B****Correction of Any Remaining Findings of Noncompliance from FFY09 or Earlier (if applicable):**

*Provide information regarding correction using the same format provided above.*

1. Number of remaining findings made during FFY09 (in the period from July 1, 2009 – June 30, 2010 using 2008-2009 data), noted in OSEP's July 1, 2013 FFY11 APR response table for this indicator	1
2. Number of remaining FFY09 findings the State has verified as corrected	1
3. Number of remaining FFY09 findings the State has NOT verified as corrected [(1) minus (2)]	0

**Correction of FFY09 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY09 findings not timely corrected (same as the number from (3) above)	0
5. Number of FFY09 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
6. Number of FFY09 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

**Actions Taken if Noncompliance Not Corrected:**

*For FFY08 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against a district that continues to show noncompliance.*

This is not applicable to Indiana

**Verification of Correction (either timely or subsequent):**

*For those findings for which the State has reported correction, describe the process the State used to verify that the district is correctly implementing the specific regulatory requirement(s).*

To assure that the LEA is correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for Indicator 4B.

**OSEP Response Table for FFY2011**

Statement from the Response Table	State's Response
The State reported that the one finding of noncompliance that the State identified in FFY09 and three of the seven findings of noncompliance	As described above, noncompliance from 2009 has been corrected.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 4B**

<p>that the State identified in FFY11 based on FFY10 data, as a result of the review it conducted pursuant to 34 CFR §300.170(b) were not corrected. When reporting on the correction of this noncompliance, the State must demonstrate, in the FFY12 APR, that it has verified that each district with remaining noncompliance identified in FFY09 and FFY11 were corrected: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY12 APR, the State must describe the specific actions that were taken to verify the correction.</p>	
<p>Because the State reported less than 100% compliance (greater than 0% actual target data for this indicator) for FFY11, the State must report on the status of correction of noncompliance identified in FFY11 for this indicator. The State must demonstrate, in the FFY12 APR, that the districts identified with noncompliance in FFY11 have corrected the noncompliance, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY12 APR, the State must describe the specific actions that were taken to verify the correction.</p>	<p>To assure that the LEA is correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for Indicator 4B.</p>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12 (if applicable):**

Please see the Improvement Activities Chart in the Indicator 4A chapter.

Indicator 5

**Indicator 5**

**Monitoring Priority: FAPE in the LRE**

**Indicator 5:** Percent of children with Individualized Education Programs (IEPs) aged 6 through 21 served:

Inside the general education class 80% or more of the day;

Inside the general education class less than 40% of the day; and

In separate schools, residential facilities or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

Percent =  $\left[ \frac{\text{\# of children with IEPs served inside the general education class 80\% or more of the day}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \times 100$

Percent =  $\left[ \frac{\text{\# of children with IEPs served inside the general education class less than 40\% of the day}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \times 100$

Percent =  $\left[ \frac{\text{\# of children with IEPs served in separate schools, residential facilities or homebound/hospital placements}}{\text{total \# of students aged 6 through 21 with IEPs}} \right] \times 100$

**Data Source:** 618 Table 3

**Overview of the Indicator:**

For the December 1 Child Count during FFY12 (SY 12-13), every Local Educational Agency (LEA) was responsible for entering placement data for all students within each LEA into the Student Test Number (STN) Application Center. The Indiana Department of Education (IDOE) staff disaggregated the data from FFY12 to analyze the distribution of students by setting. Data reported for this Indicator is the same data reported in Indiana's 618 Table 3 submissions on February 6, 2013.

**Measurable and Rigorous Targets:**

FFY	Measurable and Rigorous Target
FFY12 (SY 12-13)	<ul style="list-style-type: none"> <li>The percent of students with IEPs inside the regular class 80% or more of the day will be equal to or greater than 60.43%.</li> <li>The percent of students with disabilities inside the regular class less than 40% of the instructional day is equal to or less than 15.24%.</li> <li>The percent of students with disabilities served in either public/private separate schools or in residential placements is equal to or less than 1.19%.</li> </ul>



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**Indicator 5**

**Actual Target Data for FFY12 (SY 12-13):**

<b>Breakdown and Calculation of FFY12 (SY 12-13) LRE by Setting</b>		
<b>LRE Category</b>	<b>FFY12 (SY 12-13)<sup>9</sup></b>	
Inside the general education class 80% or more of the day <b>(5A)</b>	103,457	<b>68.81%</b>
Inside the general education class less than 40% of the day <b>(5B)</b>	16,391	<b>10.9%</b>
Inside separate schools, residential facilities or homebound/hospital placements <b>(5C)<sup>10</sup></b>	3,307	<b>2.19%</b>
Separate School	1,625	
Homebound/Hospital	1,010	
Residential	672	

Indiana met its target for Indicators 5A and 5B, but did not meet its target for Indicator 5C. See the table above for the breakdown and calculation of the distribution of students aged 6-21 with IEPs by setting.

**Explanation of Progress or Slippage that occurred for FFY12 (SY 12-13):**

<b>FFY</b>	<b>Indicator 5A Percentage</b>	<b>Indicator 5A Target</b>
FFY12 (SY 12-13)	68.81%	≥ 60.43%
FFY11 (SY 11-12)	69.28%	≥ 60.42%
FFY10 (SY 10-11)	67.86%	≥ 60.41%
FFY09 (SY 09-10)	64.89%	≥ 60.40%

The IDOE met its target of ≥ 60.40% for Indicator 5A in FFY12. Indiana reports 68.81% for Indicator 5A for FFY12, which represents a slight slippage of .47% from the score of 69.28% in FFY11.

<b>FFY</b>	<b>Indicator 5B Percentage</b>	<b>Indicator 5B Target</b>
FFY12 (SY 12-13)	10.9%	≤ 15.24%
FFY11 (SY 11-12)	12.03%	≤ 15.25%
FFY10 (SY 10-11)	12.60%	≤ 15.26%
FFY09 (SY 09-10)	12.51%	≤ 15.27%

Indiana reports 10.9% for Indicator 5B for FFY12, which represents progress of 1.13% from the score of 12.03% in FFY11.

<sup>9</sup> These percentages do not include those students in the general education setting 40% to 79% of the day. This accounts for the total percentage not totaling to 100%.

<sup>10</sup> The totals for 5C include the sum of Separate School, Homebound/Hospital and Residential

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)****Indicator 5**

FFY	Indicator 5C Percentage	Indicator 5CTarget
FFY 2012 (SY 12-13)	2.19%	≤ 1.16%
FFY 2011 (SY 11-12)	2.26%	≤ 1.17%
FFY 2010 (SY 10-11)	2.25%	≤ 1.18%
FFY 2009 (SY 09-10)	2.46%	≤ 1.19%

No discussion necessary on Indicator 5A and 5B as Indiana has met these targets.

The IDOE reports 2.19% for Indicator 5C for FFY12.

The target was not met for Indicator 5C, however this does reflect progress of .07% from FFY11.

The IDOE attributes its overall progress in Indicator 5 to an increased focus in Indiana on appropriate (Least Restrictive Environment) LRE placements. The IDOE began making onsite visits to the lowest performing LEAs on Indicator 5 in FFY09 and increased the number of visits in FFY11. The IDOE continues monitoring LRE in order to ensure improvement from year to year. From the inception of the onsite LRE monitoring program in FFY09, the IDOE has noted that the amount of time students spend in the general education setting has continued to rise.

**Correction of FFY11 Findings of Noncompliance (if State reported less than 100% compliance):**

Number of findings of noncompliance the State made during FFY11 (the period from July 1, 2011 through June 30, 2012)	7
Number of FFY11 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	6
Number of FFY11 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1

**Correction of FFY11 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

Number of FFY11 findings not timely corrected (same as the number from (3) above)	1
Number of FFY11 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	0
Number of FFY11 findings <u>not</u> verified as corrected [(4) minus (5)]	1

**Verification of Correction of FFY11 noncompliance (either timely or subsequent):**

For FFY11 (SY 11-12), Indiana issued seven (7) findings under Indicator 5. Of the seven (7) findings that were issued, six (6) were verified as having corrected the noncompliance within one year of the issuance of the finding. In order to verify correction, IEPs that were initially determined to be out of compliance for items relating to LRE were reviewed and each individual case of noncompliance was

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 5

verified as corrected. In addition, the LEA's policies, procedures, practices as well as FFY12 (SY 12-13) child count data were reviewed to ensure that regulatory requirements were being met. To satisfy that the systemic correction of noncompliance had occurred, a random sample of the LEA's IEPs were harvested from Indiana's electronic IEP tool and evaluated for areas related to LRE. In six (6) out of the seven (7) LEAs, this evaluation showed that each LEA was correctly implementing specific regulatory requirements at 100%.

For the other LEA, the random sample of IEPs did not show 100% compliance, thus the findings remained past the one year of correction. For this LEA, IEPs that were determined to be out of compliance for items relating to LRE were reviewed and each individual case of noncompliance was verified as corrected. Indiana has since conducted follow up conferences and onsite verification visits for this LEA and it has not been able to verify the correction of noncompliance because of systemic issues that have not been addressed.

#### Actions Taken if Noncompliance from FFY10 was Not Corrected:

For the LEA that did not make corrections for findings of noncompliance Indiana has prescribed special conditions for this LEA and is providing additional on-site technical assistance<sup>11</sup>.

#### Discussion of Improvement Activities Completed for FFY12 (SY 12-13):

Improvement Activities	Timelines	Status
Support training and information sharing sessions conducted by other public or private agencies on LRE for families and school/agency personnel.	ongoing	<p>During FFY12 (SY 12-13) the Indiana Resource Center for Families with Special Needs (INSOURCE), conducted a variety of presentations and workshops across Indiana. The training sessions focused on helping parents and educators understand the special education process and concepts. The training events were conducted in collaboration with other agencies such as the IDOE, Parent Information and Resource Center (PIRC), About Special Kids (ASK), Indiana Institute for Disability and Community (IIDC) and many LEAs from across the state.</p> <p>INSOURCE maintains an agency website for the distribution of help for parents. The online resources provide parents easy access to important information and provide a forum to exchange ideas and information with other parents. In addition to the website and social networking resource, INSOURCE also publishes and distributes an agency newsletter to parents and educators across Indiana via mail and e-mail. Information can be obtained regarding INSOURCE by going to <a href="http://www.insource.org/">http://www.insource.org/</a></p> <p>During FFY 12 (SY 12-13) the Effective and Compliant IEP Resource Center maintained an agency website for the distribution of help for parents, families, and educators around the topic of LRE. The online resources provided parents, families, and educators an easy access to important information surrounding LRE, how to ensure</p>

<sup>11</sup> See the Indicator 15 chapter for a complete description of special conditions that the LEA must follow.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 5**

Improvement Activities	Timelines	Status
		compliant IEPs with the required components for LRE as well as information pertaining to case conferences.
Conduct parent/family support in LRE through training and material dissemination.	ongoing	INSOURCE participated in the onsite monitoring process for LRE in order to lead parent forums that allow the IDOE to gather information pertaining to the onsite monitoring visit. An INSOURCE employee lead each parent forum and provided information and support to families regarding LRE.
Statewide Inclusion Conference	annual	During FFY12 (SY 11-12) the Effective and Compliant IEP Resource Center held the second annual statewide conference on inclusive education, February 29 2013 – March 1, 2013. The conference began with a one day pre-conference session on differentiating instruction in the inclusive classroom, and technology integration followed by two days filled with professional development opportunities on inclusive practices and strategies. Twenty-three national and state experts in special education presented 35 concurrent and general sessions on topics including classroom management, co-teaching-beyond basics, assistive technology, and current legal issues. More than 400 Indiana general and special educators, administrators, support service personnel, parents, and college students were in attendance.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12 (SY 12-13)**

Indicator 5 data for FFY12 (SY 12-13) reflects that Indiana made progress in 5A, 5B and 5C. Indiana will be revising targets as well as training activities in order to align better with national and regional targets for 5C and to ensure progress in this target area. In addition, the alignment of the targets to regional targets follows guidance from OSEP as follows, "Because the standard deviation of the total population of reporting entities is 12.30% we recommend that some form of grouping or clustering (e.g. states, territories, demographic clusters) be used to help set targets, share policy and practice successes, and interpret results."<sup>12</sup>

**OSEP Response Table for FFY11 (SY 11-12):**

Statement from the Response Table	State's Response
The State revised the improvement activities for FFY11 and FFY12 for this indicator and OSEP accepts those revisions.	No response required.

<sup>12</sup> Guidance information for Indicator 5 and current national and regional targets is derived from the Part B SPP/APR 2011 Analyses which can be located via The Right IDEA Technical Assistance and Guidance website. <http://therightidea.tadnet.org/assets/1931>

Indicator 6

Indicator 6

**Monitoring Priority: FAPE in the LRE**

**Indicator 6:** Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

**Overview of Issue/Description of System or Process:**

During the individualized education program (IEP) development process, the Case Conference Committee (CCC) determines that appropriate goals and objectives have been written, students are placed in the least restrictive environment (LRE) according to the amount of time they are removed from the regular early childhood setting. As part of the December 1 Child Count, all local educational agencies (LEAs) are responsible for entering the placement data for all students via a secure site known as the Student Test Number (STN) Application Center. As part of the DOE-SE (Special Education) report, each LEA must upload child count data to the STN Application Center. After submission, each LEA has approximately one week to review and make any necessary adjustments to their data. Following this cleanup period, each LEA must submit a copy of the report summary page signed by the LEA's Superintendent. This data is then stored in the IDOE data warehouse where it can be extracted and used for state and federal funding, performance indicators, and compliance indicators.

**Measurement:**

- A. Percent =  $\left[ \frac{\text{(\# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)}}{\text{(total \# of children aged 3 through 5 with IEPs)}} \right] \times 100$ .
- B. Percent =  $\left[ \frac{\text{(\# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility)}}{\text{(total \# of children aged 3 through 5 with IEPs)}} \right] \times 100$ .

**Data Source:** STN Application Center; 618 Report, Table 3

**Overview of the Indicator:**

For the December 1 Child Count during FFY12 (SY 12-13), every Local Educational Agency (LEA) was responsible for entering placement data for all students within each LEA into the Student Test Number (STN) Application Center. The Indiana Department of Education (IDOE) staff disaggregated the data from FFY12 (SY 12-13) to analyze the distribution of students by setting. Data reported for this Indicator is the same data reported in Indiana's 618 Table 3 submissions on February 1, 2013.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 6**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<b>FFY12 (SY 12-13)</b>	Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program is equal to or greater than 38.71%. Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility is equal to or less than 35.19%.

<b>Actual Target Data</b>	<b>Baseline Data FFY11 (SY 11-12)</b>	<b>Data FFY12 (SY 12-13)</b>	<b>Target Data FFY12 (SY 12-13)</b>	<b>Progress Or Slippage</b>
Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.	38.70%	40.34%	≥38.71%	Progress 1.64%
The percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility.	35.20%	33.32%	≤35.19%	Progress 1.88%

**Explanation of Progress or Slippage that occurred for FFY12:**

In FFY11 Indiana collected baseline data for Indicator 6. In FFY12 Indiana exceeded the target goal and made progress in both of the following measurement areas: A. The percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program has increased from 38.70% to 40.34%, and, B. The percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school, or residential facility has decreased from 35.20% to 33.32%. Despite the progress of a 1.64% increase and a 1.88% decrease in the respective measurement targets, the IDOE will continue to examine improvement activities to ensure appropriate progress in the future.

**Discussion of Improvement Activities Completed for FFY12 (SY 12-13)**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Support training and information sharing sessions conducted by other public or private agencies on LRE for families and school/agency personnel.	Ongoing	During FFY11 (SY 11-12) and continuing in FFY12 (SY 12-13), the parent advocacy group, the Indiana Resource Center for Families with Special Needs (INSOURCE), conducted a variety of presentations and workshops across Indiana. The training sessions often focused on helping parents and educators understand the special education process and concepts. The training events were conducted in collaboration with other agencies such as the IDOE, Parent Information and Resource Center (PIRC), About Special Kids (ASK), Indiana Institute for Disability and Community (IIDC) and many LEAs from across the state.  INSOURCE maintains an agency website for the distribution of help for parents. The online resources provide parents easy access to important information and provide a forum to exchange ideas and information

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 6**

		<p>with other parents. In addition to the website and social networking resource, INSOURCE also publishes and distributes an agency newsletter to parents and educators across the State via mail and e-mail. Information can be obtained regarding INSOURCE by going to <a href="http://www.insource.org">http://www.insource.org</a></p> <p>During FFY11 (SY 11-12) and continuing in FFY12 (SY 12-13), the IDEA grantee the Effective and Compliant IEP Resource Center maintained an agency website for the distribution of help for parents, families, and educators around the topic of LRE. The online resources provided parents, families, and educators an easy access to important information surrounding LRE, how to write a compliant IEP with the required components for LRE as well as information pertaining to case conferences. Information on the IEP Resource Center webpage can be found at: <a href="http://www.indianaieprc.org">http://www.indianaieprc.org</a></p>
Conduct parent/family support in LRE through training and material dissemination.	ongoing	INSOURCE participated in the onsite monitoring process for LRE in order to lead parent forums that allow the IDOE to gather information pertaining to the onsite monitoring visit. An INSOURCE employee leads each parent forum and provides information and support to families regarding LRE.
Statewide Inclusion Conference	Annual	During FFY11 (SY 11-12) the IDEA 2004 grantee the Effective and Compliant IEP Resource Center held the first statewide conference on inclusive education in the Spring of 2012. The conference began with a one day pre-conference session on progress monitoring followed by two days filled with professional development opportunities in inclusive practices and strategies. Twenty national and state experts in special education presented 34 concurrent and general sessions on topics including diverse learners in general education classrooms, co-teaching, differentiation of instruction and assessment, and goal writing. More than 450 Indiana general and special educators, administrators, support service personnel, parents, and college students were in attendance. In FFY12 (SY 12-13) the Focus on Inclusion Conference was held again in Spring 2013. Opportunities for professional development in the area of inclusive practices were provided to increase the knowledge of special education and general education professionals across the state.

**OSEP Response Table for FFY11 (SY 11-12):**

<b>Statement from the Response Table</b>	<b>State's Response</b>
The State provided FFY11 baseline data, targets for FFY 2012, and improvement activities through FFY 2012, and OSEP accepts the State's submission for this indicator.	No response necessary

# Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

## Indicator 6

			2012-13				2011-12				2010-11					
ROW	EDUCATIONAL ENVIRONMENT		AGE 3	AGE 4	AGE 5	TOTAL	AGE 3	AGE 4	AGE 5	TOTAL	AGE 3	AGE 4	AGE 5	TOTAL		
(A1)	Children Attending a Regular Early Childhood Program at Least 10 Hours Per Week.....	(A1) and RECEIVING the majority of hours of SPECIAL EDUCATION an RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	680	1602	4182	6464	698	1479	3938	6115	642	1476	4017	6135		
(A2)	Children Attending a Regular Early Childhood Program at Least 10 Hours Per Week.....	(A2) and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	317	555	806	1678	298	588	813	1699	389	715	1019	2123		
(B1)	Children Attending a Regular Early Childhood Program Less than 10 Hours Per Week.....	(B1) and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in the REGULAR EARLY CHILDHOOD PROGRAM	313	425	252	990	289	364	264	917	258	336	226	820		
(B2)	Children Attending a Regular Early Childhood Program Less than 10 Hours Per Week.....	(B2) and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES in some other location	220	316	264	800	211	351	242	804	236	359	157	752		
(C1)	Children <u>Attending a Special Education Program</u> (NOT in any regular early childhood program)	(C1) specifically, a SEPARATE SPECIAL EDUCATION CLASS	2029	2338	1523	5890	2182	2501	1444	6127	2302	2365	1451	6118		
(C2)	Children <u>Attending a Special Education Program</u> (NOT in any regular early childhood program)	(C2) specifically, a SEPARATE SCHOOL	72	95	94	261	84	79	103	266	77	109	112	298		
(C3)	Children <u>Attending a Special Education Program</u> (NOT in any regular early childhood program)	(C3) specifically, a RESIDENTIAL FACILITY	1	2	3	6	3	1	0	4	3	2	5	10		
(D1)	Children Attending <u>Neither</u> a Regular Early Childhood Program <u>Nor</u> a Special Education Program (NOT includ in row sets A, B, or C)	(D1) and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES at HOME	24	28	22	74	30	12	25	67	20	20	24	64		
(D2)	Children Attending <u>Neither</u> a Regular Early Childhood Program <u>Nor</u> a Special Education Program (NOT includ in row sets A, B, or C)	(D2) and RECEIVING the majority of hours of SPECIAL EDUCATION and RELATED SERVICES at the SERVICE PROVIDER LOCATION or some OTHER LOCATION <b>not in any other agency.</b>	857	845	611	2313	790	772	611	2173	775	816	814	2405		
	TOTALS		4513	6206	7757	18476	4585	6147	7440	18172	4702	6198	7825	18725		
		2012-13 TOTAL 3-5 YEAR OLDS	18476				Measurement A on SPP/APR									
		2011-12 TOTAL 3-5 YEAR OLDS	18172													
		DIFFERENCE	304				Measurement B on SPP/APR									
		PERCENTAGE INCREASE	1.67%													



Indicator 7

Indicator 7

**Monitoring Priority:** FAPE in the LRE

**Indicator 7:** Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

**Date Source:** ISTAR-KR Data Pull

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 7

#### Targets and Actual Data for Preschool Children Exiting in FFY12 (SY12-13):

Summary Statements <sup>13</sup>	Actual FFY11	Actual FFY12	Target FFY12
1. Of those children who entered or exited the program below age expectations in <b>Outcome A</b> , the percent who substantially increased their rate of growth by the time they exited the program. <b>Formula: c+d/ a+b+c+d</b>	78.3%	73.7%	54%
2. The percent of children who were functioning within age expectations in <b>Outcome A</b> by the time they exited the program. <b>Formula: d+e/ a+b+c+d+e</b>	20.1%	25.8%	42.5%
1. Of those children who entered or exited the program below age expectations in <b>Outcome B</b> , the percent who substantially increased their rate of growth by the time they exited the program. <b>Formula: c+d/ a+b+c+d</b>	77.7%	81.3%	67%
2. The percent of children who were functioning within age expectations in <b>Outcome B</b> by the time they exited the program. <b>Formula: d+e/ a+b+c+d+e</b>	13.3%	16%	49.5%
1. Of those children who entered or exited the program below age expectations in <b>Outcome C</b> , the percent who substantially increased their rate of growth by the time they exited the program. <b>Formula: c+d/ a+b+c+d</b>	80.0%	83.2%	78.5%
2. The percent of children who were functioning within age expectations in <b>Outcome C</b> by the time they exited the program. <b>Formula: d+e/ a+b+c+d+e</b>	13.9%	17.4%	66%

#### Progress Data for Preschool Children FFY12:

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	15	.4%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	962	24.5%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	1937	49.4%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	803	20.5%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	208	5.3%
<b>Total</b>	<b>3925</b>	<b>100%</b>

<sup>13</sup> The IDOE used the Early Childhood Outcome's Center (ECO) I-7 tool to calculate each summary statement, located here: [http://www.fpg.unc.edu/~eco/pages/fed\\_req.cfm#TargetSetting](http://www.fpg.unc.edu/~eco/pages/fed_req.cfm#TargetSetting)

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)****Indicator 7**

<b>B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	8	.2%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	709	18.1%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	2579	65.7%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	534	13.6%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	95	2.4%
<b>Total</b>	<b>3925</b>	<b>100%</b>
<b>C. Use of appropriate behaviors to meet their needs:</b>	<b>Number of children</b>	<b>% of children</b>
a. Percent of children who did not improve functioning	9	.2%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	632	16.1%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach it	2603	66.3%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	578	14.7%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	103	2.6%
<b>Total</b>	<b>3925</b>	<b>100%</b>

**Target Data and Actual Target Data for FFY12:**

Indiana utilizes the ISTAR-KR assessment tool which utilizes a method for capturing the statistical construct of achievement with peers. Based on a student's birth data, a score that is equal to or above this expected score would be considered evidence of achievement at a level that is "comparable to same age peers". The ISTAR-KR represents a system based on rigorous high standards for student achievement.

Indiana will continue to review and analyze the results from ISTAR-KR and discuss the possible establishment of new baseline data, targets and improvement activities based on multiple years of trend data.

**Discussion of Summary Statements and 'a-e' Progress Data for FFY12:**

Outcome A exceeded the target for Summary Statement 1 by 19.7% and missed the target for Summary Statement 2 by 16.7%. Outcome B exceeded the target for Summary Statement 1 by 14.3% and missed the target for Summary Statement 2 by 33.5%. Outcome C exceeded the target for Summary Statement 1 by 4.7% and missed the target for Summary Statement 2 by 48.6%. Indiana reported all student entrance and exit assessments that were reported using ISTAR-KR for FFY12 (SY 12-13).

The 'a' through 'e' progress data for all three outcomes shows a pattern where the majority of students fall into categories 'b' through 'e' showing improvement or maintenance of age appropriate skills. The State's percentages for 'a' through 'e' were to be expected based on the fact that the majority of the students that were assessed utilizing ISTAR-KR improved age appropriate skills. For Outcome A, 99.7% of students assessed with ISTAR-KR improved functioning or maintained

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 7

functioning of age appropriate skills. For Outcome B, 99.8% of students assessed with ISTAR-KR improved functioning or maintained functioning of age appropriate skills. For Outcome C, 99.7% of students assessed with ISTAR-KR improved functioning or maintained functioning of age appropriate skills.

In FFY 2012 (SY 12-13) for Outcome A, Indiana shows a slippage of 4.6% for Summary Statement 1 and progress of 5.7% for Summary Statement 2. For Outcome B, Indiana shows progress of 3.6% for Summary Statement 1 and progress of 2.7% for Summary Statement 2. For Outcome C, Indiana shows progress of 3.2% for Summary Statement 1 and show progress of 3.5% for Summary Statement 2. Indiana showed progress in all but Outcome A Summary Statement 1. The reason for the slippage could possibly be accounted for by the increase in the amount of students presented in the data.

### Discussion of Improvement Activities Completed in FFY12 (SY 12-13):

Improvement Activities	Timelines	Status
Provide child progress data to LEAs by LEA, reported disability and by the length of time in service.	Annual	The IDOE presented at the Early Childhood Conference for state Early Childhood directors so that LEAs know how to access and utilize their data concerning this Indicator. Data is analyzed by the Office of Special Education and then distributed to each LEA upon request.
The IDOE's Departments of Assessment and Special Education will provide regional training opportunities, video modules, FAQ's, newsletters, conferences, onsite training when requested, reference materials and ISTAR-KR troubleshooting.	Ongoing	The IDOE employs a specialist trained to provide and facilitate the training of ISTAR-KR. The specialists continue to develop resources for the continuing education of individuals using the ISTAR-KR. The specialists also work with the IDOE's monitoring team in order to share performance data with LEAs and to monitor progress on the Indicator.

### REQUIRED ACTIONS

#### OSEP Response Table for FFY11 (SY 11-12):

Statement from Response Table	Indiana's Response
The State must report progress data and actual target data for FFY12 in the FFY12 APR.	Indiana has included the section entitled "Target Data and Actual Target Data for FFY12" above.

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 8

#### Indicator 8

##### Monitoring Priority: FAPE in the LRE

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

**Data Source:** Parent Survey

**Overview of the Indicator:** Whereas once it was sufficient for States to simply conduct a survey to gauge “parent satisfaction,” this is no longer the case. State Performance Plan (SPP) Indicator 8 requires that Indiana initiate a process that utilizes contemporary survey methodology to systematically collect, analyze, and report data selected from a representative sample. The primary aim of this process is to assess the extent to which “schools” (e.g., special and general educators and administrators) have facilitated the involvement of parents in their child’s educational program (e.g., parent conferences, IEP meetings).

WestEd conducted the 2009-10, 2010-11, 2011-12, and 2012-13 Parent Survey for the Indiana Department of Education (IDOE) to help Indiana generate improvement activities that can be incorporated into the Annual Performance Report (APR) to ensure that parents are involved in the planning and implementation of their child's special education program.

Overall, the project involved three general phases of activity. The first phase of the project revolved around the initial project planning and design activities. The second phase involved the administration of the parent survey to parents throughout the state, and the third phase of the project centered on the data analysis and report generation activities.

FFY	Measurable and Rigorous Target
FFY12 (SY12-13)	42.8% of parents with a child receiving special education services report that schools facilitated parent involvement.

##### Actual Target Data for FFY12 (SY12-13):

Parent Involvement	
Parents who report that the school facilitated parent involvement	7638
Parents surveyed	10,743
Percent	71.1%

According to the SPP, a total of 337 LEAs were represented in Indiana: 293 school corporations, 40 charter schools and 4 state-operated schools. One-fourth of these (n = 85) were to have been sampled according to the original 2009-10 Parent Survey research design. After the selection of the 85 LEAs for 2009-10 data collection, a second stage of sampling would have selected the eligible parents of students with disabilities.

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 8

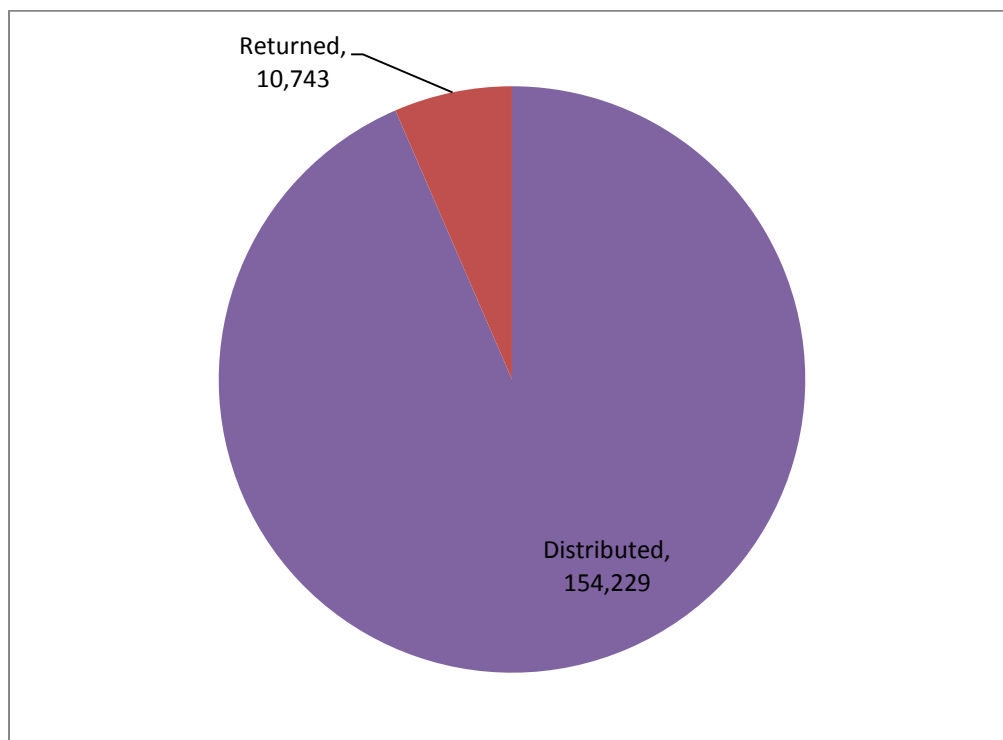
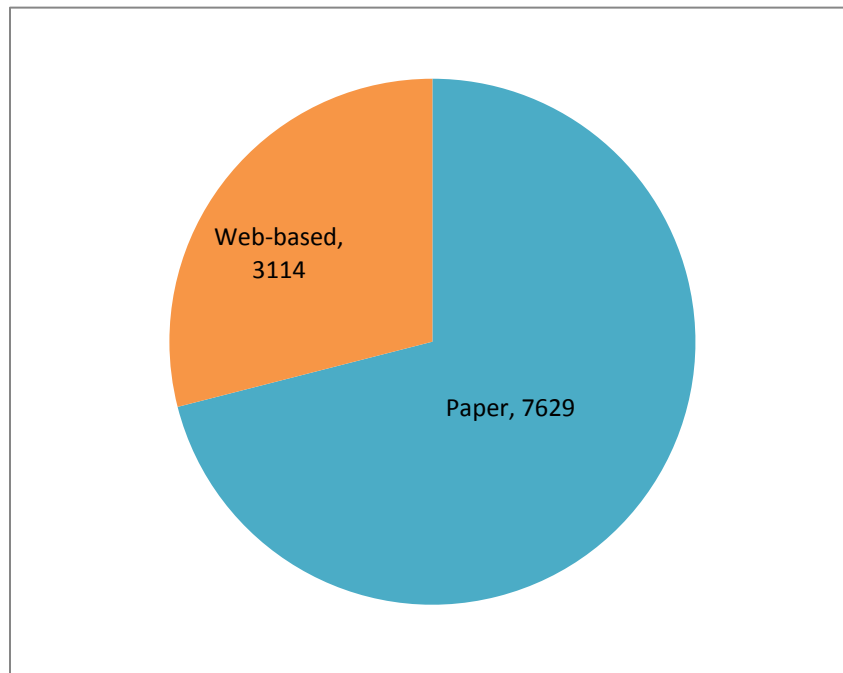
WestEd would have been provided with the decision rules regarding the process for selecting a student or students whose parents were to be asked to complete the survey. The resultant sample would have included 383 parents, based on a desired confidence interval of 95% and a confidence level of  $\pm 5\%$ . For a number of reasons, the sampling plan for the 2009-10 Parent Survey, was modified during the planning and design phase to include all parents of students with disabilities throughout the state for a total of approximately 171,500 parents. The 2010-11, 2011-12, and 2012-13 Parent Surveys were similarly administered to all parents throughout the state.

Many states have elected to meet the Federal reporting requirements related to Indicator 8 by using the series of parent involvement surveys developed by the National Center for Special Education Accountability Monitoring (NCSEAM). The NCSEAM Family Survey protocol for special education was constructed around four broad domains: school efforts to partner with parents, quality of services, parent participation, and impact of special education services on the family. The first domain, school efforts to partner with parents, addresses the Part B Indicator 8 reporting requirement. Available in multiple languages and formats, the NCSEAM parent involvement questionnaire items were developed using scientifically based metric strategies that can be adapted to meet the specific needs of states.

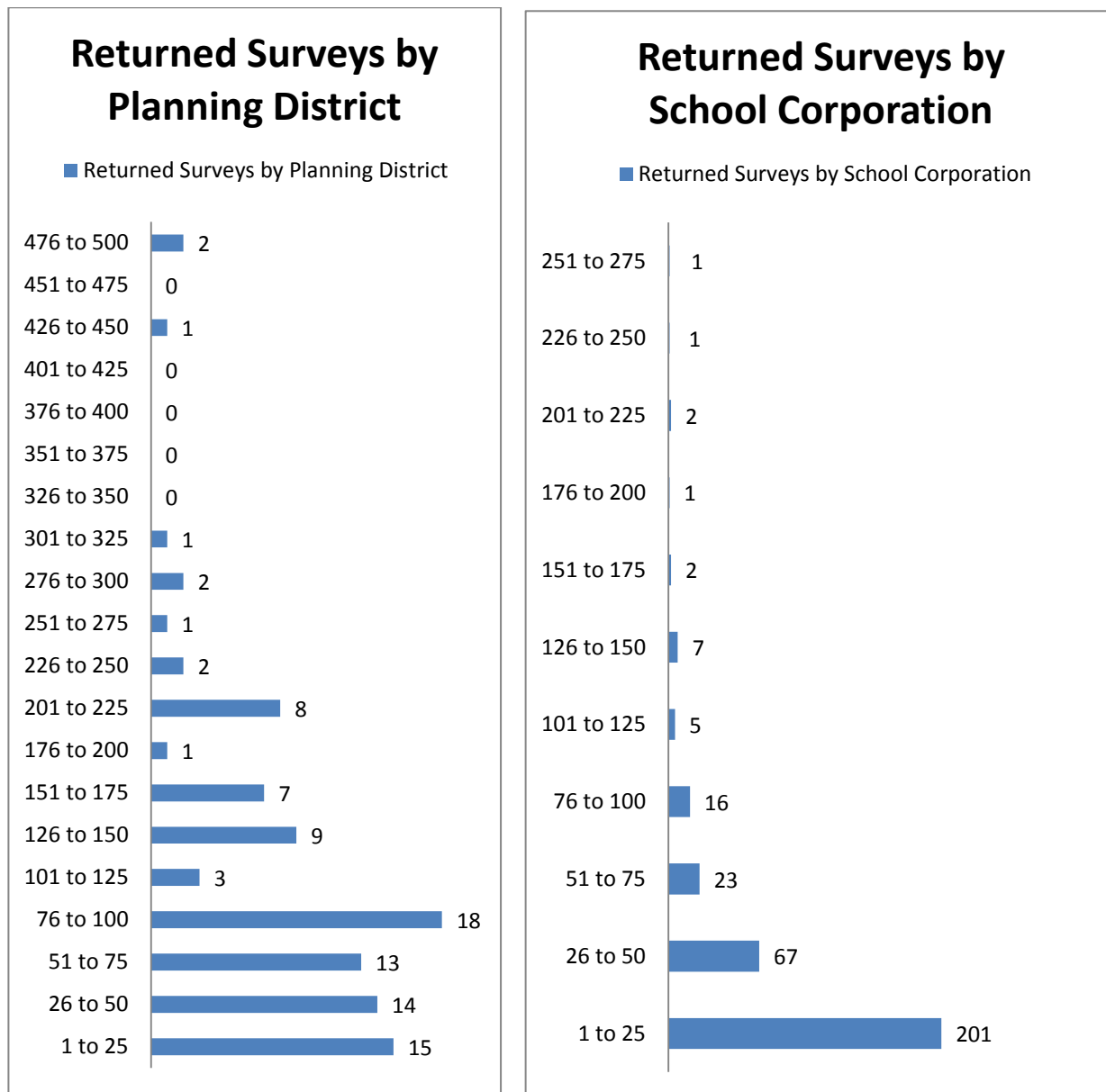
Prior to the start of the 2009-10 survey project, the IDOE developed a questionnaire using the NCSEAM questions; this questionnaire was used again for the subsequent Indicator 8 Parent Surveys as a means of maintaining continuity with previous data collection efforts. In general, the questionnaire asked parents to rate the extent to which they agree/disagree (using a scale of 1= Strongly Disagree / 2=Disagree / 3=Neutral / 4=Agree / 5=Strongly Agree) with a series of 31 statements pertaining to their experience and their child's experience with special education services throughout the academic year. Parents were also asked to respond to a number of demographic questions: child's primary exceptionality/disability, child's race/ethnicity, child's school, child's age in years, and child's grade level. The questionnaire contained one open-ended question to which parents could add any additional comments they wished to express.

Indicator 8

FFY12 (SY11-12)



Indicator 8



A detailed breakdown of the SY12-13 survey response rates by both special education district and school corporation is available in Attachment 8.1.

The 2012-13 Parent Survey asked parents to respond to 11 “yes/no” questions, and to rate the extent to which they agreed/disagreed (using a scale of 1= Strongly Disagree / 2=Disagree / 3=Agree / 4=Strongly Agree) with a series of 20 statements pertaining to their experience and their child’s experience with special education services throughout the 12-13 academic year.

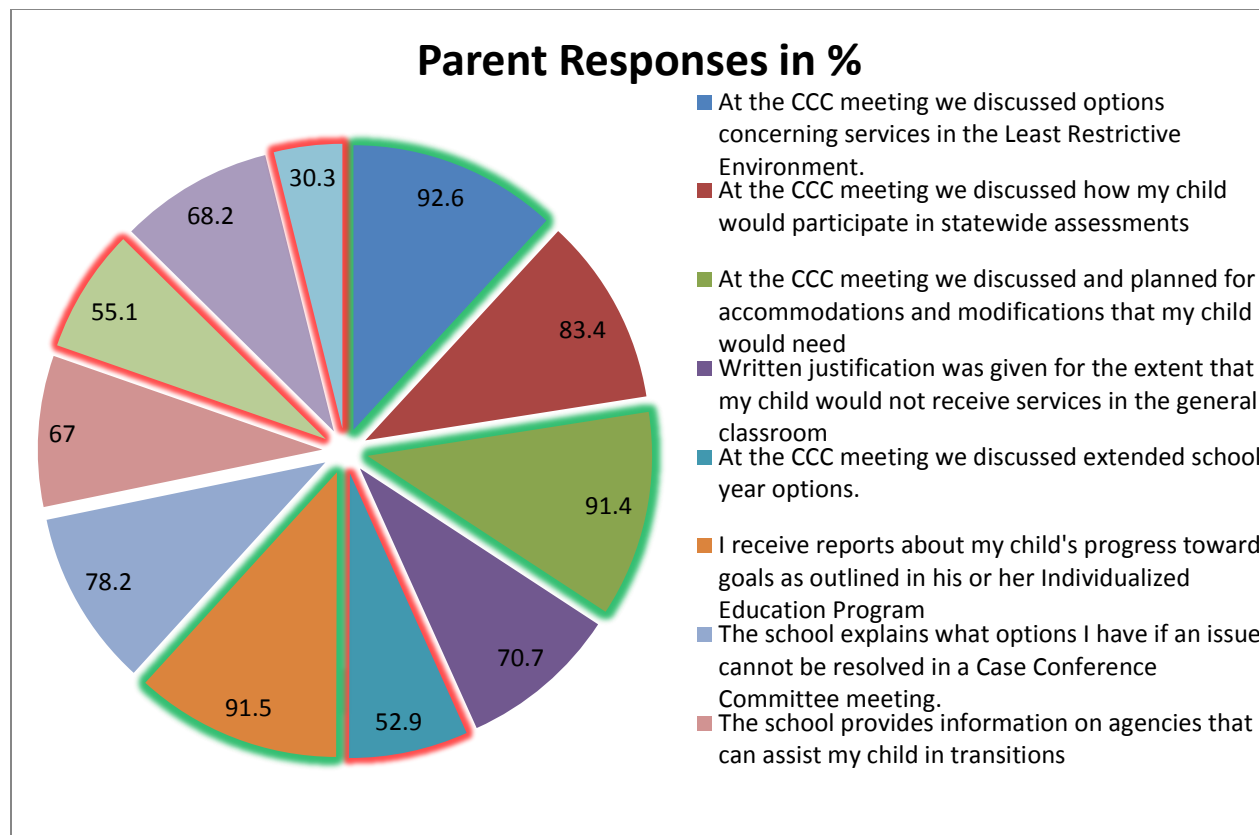
Roughly 71% of parents on average responded favorably to the 11 “yes/no” questions. Overall, parents were the most likely to report that they had discussed options concerning services in the Least Restrictive Environment (93%), received reports about their child's progress toward goals as outlined in his or her Individualized Education Program (92%) and discussed and planned for accommodations and modifications that their child would need (91%).



## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 8

On the other hand, parents were the least likely to report that they had attended training sessions relating to the needs of children with disabilities and their families (30%), discussed extended school year options (53%), or been given information about organizations that offer support for parents of students with disabilities (55%).



**Green** outline for highest positive % response    **Red** outline for lowest positive % response—Needs improvement

#### Explanation of Progress or Slippage that occurred for FFY12 (SY 12-13):

Parent Involvement	FFY11 (SY 11-12)	FFY12 (SY 12-13)
Parents who report that the school facilitated parent involvement	7,602	7638
Parents surveyed	10,753	10,743
Percent	<b>70.7%</b>	<b>71.1%</b>

In the FFY08 (SY 08-09) APR, Indiana received 91 responses to the parent survey from a sample group of Indiana LEAs. In the FFY09 (SY 09-10) APR, Indiana received 12,948 valid responses to the parent survey. In the reporting year FFY10 (SY 10-11) APR, Indiana received a total of 12,060 usable questionnaires. In the FFY11 (SY 11-12) APR, Indiana received a total of 10,753 usable questionnaires. For this reporting period, FFY12 (SY 12-13) Indiana received a total of 10,743 usable questionnaires.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)****Indicator 8**

Despite a slightly lower response rate, the percentage of parents reporting that the school facilitated parent involvement has risen .4% from 70.7% in FFY11 (SY 11-12) to 71.1% in FFY12 (SY 12-13) reflecting progress for this indicator. Despite progress in school facilitated parent involvement, the IDOE is evaluating improvement activities to elicit a better response rate in the future.

**Discussion of Improvement Activities Completed for FFY12 (SY 12-13):**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Status</b>
Continue funding for INSOURCE	ongoing	According to the FFY07 (SY 07-08) APR, the parent population has been hard to reach and get to respond to parent feedback mechanisms. In order to obtain an acceptable response rate and representative sample of respondents, WestEd and the IDOE enlisted the help of INSOURCE, ASK, CEL, PIRCs and PRC. In addition, the Director of Special Education wrote an in-depth article on the parent survey for the INSOURCE newsletter to enhance parent awareness and response rates for the survey and presented to the INSOURCE advocates so that advocates could inform parents about the survey as well. An IDOE specialist also participated in a recorded interview with the ARC of Indiana to raise awareness regarding the survey.
Increase number of returned parent surveys	ongoing	To further support an improved response rate, WestEd and the IDOE provided multiple response mechanisms for respondents. Parents were able to respond to a web-based survey or via a paper survey.
Notify planning districts of results of parent surveys	ongoing	The results of this survey have been disaggregated and are publicly posted on the following website: <a href="http://www.doe.in.gov/specialed/indicator-8-parent-involvement">http://www.doe.in.gov/specialed/indicator-8-parent-involvement</a>
Analyze survey results for trends regarding consistently low-scoring and high-scoring areas of parent involvement.	ongoing	Data is disaggregated to show consistently low-scoring and high-scoring areas so that LEAs can utilize this information to improve where parents report seeing the most need.
Training and technical assistance to strengthen family, school, and community partnerships will be provided to local educational agencies as a means to increase student achievement and parental involvement.	ongoing	INSOURCE conducted a variety of presentations and workshops across the state. The training sessions often focused on helping parents and educators understand the special education process. Individual assistance was also an important part of the support provided to families in pursuit of assistance for their children with disabilities. This assistance and consultation was provided through meetings, phone calls, email and letters. INSOURCE staff provided individual assistance and consultation. INSOURCE accompanies OSE staff on Least Restrictive Environment (LRE) visits to conduct parent forums. Time during these forums is dedicated to explaining the parent survey process in an effort to increase parent participation. Training and technical assistance will address providing parents options if Case Conference Committee cannot resolve issue; accommodation planning; and, extended school year options.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 8**

**OSEP APR Response Table for FFY11 (SY 11-12):**

<b>Statement from the Response Table</b>	<b>State's Response</b>
Indiana has met targets set for Indicator 8 for FFY11 (SY 11-12) and therefore has no revisions to its targets, timelines, or resources for this Indicator at this time. OSEP appreciates the State's efforts to improve performance.	No response required.

**Attachment 1**

<b>Special Education Planning District</b>		
	<b>Frequency</b>	<b>Valid Percent</b>
Adams-Wells Sp. Ser. Coop	89	0.8
Anderson Community Special Ed. Coop.	131	1.2
Ball State University	128	1.2
Bartholomew Special Services Coop.	175	1.6
Beacon Academy	1	0.0
Boone-Clinton-Northwest Hendricks Joint Services	115	1.1
BURRIS	7	0.1
Centerville-Fayette- Rush Special Services	69	0.6
Clay Community Schools	44	0.4
Community Montessori	14	0.1
Community Schools of Frankfort	44	0.4
Cooperative School Services	98	0.9
Covered Bridge Special Ed. Dist.	213	2.0
Crown Point Community Sch Corp	46	0.4
Daviess-Martin Special Ed. Coop	31	0.3
Daviess-Martin Special Ed. Coop	9	0.1
Delaware-Blackford County Sp. Ed. Coop.	173	1.6
Dubois-Spencer-Perry Exceptional Child. Coop.	175	1.6
East Allen County Schools	88	0.8
East Central Special Services District	66	0.6
Elkhart Community Schools	145	1.3
Elkhart County Special Ed. Coop.	220	2.0
Evansville-Vanderburgh Coop	211	2.0
Forest Hills Special Ed. Coop.	52	0.5
Fort Wayne Community Schools	235	2.2
Gary Community School Corp	11	0.1
Gibson County Special Services	65	0.6
Gibson-Pike-Warrick Sp. Ed. Coop.	151	1.4
Grant County Special Ed. Coop.	110	1.0
Greater Clark County Special Ed. Coop.	208	1.9
Greater Lafayette Area Special Services (GLASS)	244	2.3
Greater Randolph Interlocal Coop.	77	0.7

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 8**

Special Education Planning District		
	Frequency	Valid Percent
Greencastle Community School Corporation	18	0.2
Greene-Sullivan Special Ed. Coop	78	0.7
Hamilton Southeastern Schools	108	1.0
Hamilton-Boone-Madison Sp. Ser. Coop.	489	4.6
Hammond Public Schools	51	0.5
Hancock Madison Shelby Educational Services	140	1.3
Harrison County Special Ed.	76	0.7
Huntington-Whitley Special Services	81	0.8
IN Department of Correction	2	0.0
Indiana School for the Deaf	2	0.0
Indianapolis Mayor's Office	97	0.9
Indianapolis Public Schools	169	1.6
Institute for School Excellence	12	0.1
Jay School Corp.	63	0.6
Jennings County Schools	81	0.8
Johnson County Special Svs.	284	2.6
Joint Educational Services in Sp. Ed. (JESSE)	150	1.4
KIPP Indianapolis College Preparatory	1	0.0
Knox County Special Ed. Coop.	44	0.4
Kokomo Area Special Ed. Coop	251	2.3
Logansport Area Joint Special Services	219	2.0
Madison Area Education Special Ser. Unit.	85	0.8
Michigan City Area Schools	35	0.3
Mishawaka-Penn-Harris-Madison Joint Services	167	1.6
Monroe County Special Education Coop.	73	0.7
MSD Lawrence Township	91	0.8
MSD Martinsville	39	0.4
MSD Pike Township	73	0.7
MSD Warren Township	85	0.8
MSD Washington Township	80	0.7
New Albany-Floyd County Cons. Sch. Corp.	135	1.3
New Castle Area Special Services	83	0.8
North Central Indiana Special Ed. Coop.	216	2.0
Northeast Indiana Special Ed. Coop.	320	3.0
Northwest Allen County Schools	49	0.5
Northwest Indiana Special Ed. Coop.	127	1.2
Northwest Indiana Special Education Coop	6	0.1
Old National Trail Special Services	70	0.7
Orange-Lawrence-Jackson-Martin-Greene Joint Services	168	1.6
Pike County School Corporation	39	0.4
Porter County Education Services	201	1.9
Posey County Special Services	64	0.6
R.I.S.E. Special Services	32	0.3

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 8**

Special Education Planning District		
	Frequency	Valid Percent
Richmond Community Schools	65	0.6
Ripley-Ohio-Dearborn Special Ed. Coop.	196	1.8
Rock Creek Community Academy	14	0.1
Rural Community Schools Inc	6	0.1
School City of East Chicago	19	0.2
Seymour Community Schools	39	0.4
Shelby Eastern Schools	27	0.3
Shelbyville Central Schools	45	0.4
Smith-Green-West Allen Special Ed. Coop.	92	0.9
South Bend Community School Corporation	142	1.3
South Central Area Special Ed. Coop.	89	0.8
South LaPorte County Special Ed. Coop.	487	4.5
Southside Special Services	60	0.6
Southside Special Services of Marion County (SSSMC)	76	0.7
Wabash-Miami Area Programs for Exceptional Children	140	1.3
West Central Indiana Special Ed. Coop	300	2.8
West Central Joint Services	82	0.8
West Central Joint Services	450	4.2
West Lake County Special Ed.	207	1.9
Whitley County Consolidated Schools	64	0.6
Yorktown Community Schools	44	0.4
Missing Data	21	
<b>Total</b>	<b>10,764</b>	<b>100.0</b>

School Corporation		
	Frequency	Valid Percent
Adams Central Community Schools	10	0.1
North Adams Community Schools	13	0.1
South Adams Schools	13	0.1
Metropolitan School District of Southwest Allen County	71	0.7
Northwest Allen County Schools	49	0.5
Fort Wayne Community Schools	235	2.2
East Allen County Schools	88	0.8
Bartholomew Consolidated School District	88	0.8
Flat Rock-Hawcreek School Corp	11	0.1
Benton Community School Corp	18	0.2
Blackford County Schools	23	0.2
Western Boone County Community School District	24	0.2
Zionsville Community Schools	82	0.8
Lebanon Community School Corp	36	0.3

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**Indicator 8**

School Corporation		
	Frequency	Valid Percent
Brown County School Corp	22	0.2
Carroll Consolidated School Corp	26	0.2
Delphi Community School Corp	16	0.1
Pioneer Regional School Corp	10	0.1
Southeastern School Corp	9	0.1
Logansport Community School Corp	49	0.5
West Clark Community Schools	63	0.6
Clarksville Community School District	11	0.1
Greater Clark County Schools	134	1.2
Clay Community Schools	44	0.4
Clinton Central School Corp	12	0.1
Clinton Prairie School Corp	16	0.1
Community Schools of Frankfort	44	0.4
Rossville Consolidated School District	3	0.0
Crawford County Community School District	30	0.3
Barr-Reeve Community Schools	3	0.0
North Daviess Community School Corp	8	0.1
Washington Community Schools	20	0.2
Sunman-Dearborn Community School District	54	0.5
South Dearborn Community School District	39	0.4
Lawrenceburg Community School District	40	0.4
Decatur County Community Schools	22	0.2
Greensburg Community Schools	43	0.4
Dekalb County Eastern Community School District	36	0.3
Garrett-Keyser-Butler Com	18	0.2
Dekalb County CTL United School District	61	0.6
Delaware Community School Corp	40	0.4
Wes-Del Community Schools	11	0.1
Liberty-Perry Community School District	32	0.3
Cowan Community School Corp	7	0.1
Yorktown Community Schools	44	0.4
Daleville Community Schools	4	0.0
Muncie Community Schools	88	0.8
Northeast Dubois County School Corp	12	0.1
Southeast Dubois County School Corp	18	0.2
Southwest Dubois County School Corp	21	0.2
Greater Jasper Consolidated Schools	44	0.4
Fairfield Community Schools	36	0.3
Baugo Community Schools	19	0.2
Concord Community Schools	25	0.2
Middlebury Community Schools	54	0.5
Wa-Nee Community Schools	34	0.3
Elkhart Community Schools	145	1.3

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 8**

School Corporation		
	Frequency	Valid Percent
Goshen Community Schools	52	0.5
Fayette County School Corp	29	0.3
New Albany-Floyd County Consolidated School Corp	135	1.3
Attica Consolidated School Corp	15	0.1
Covington Community School Corp	50	0.5
Southeast Fountain School Corp	60	0.6
Franklin County Community School District	25	0.2
Rochester Community School Corp	40	0.4
Caston School District	12	0.1
East Gibson School District	11	0.1
North Gibson School Corp	32	0.3
South Gibson School Corp	22	0.2
Eastbrook Community School Corp	16	0.1
Madison-Grant United School Corp	12	0.1
Mississinewa Community School Corp	18	0.2
Marion Community Schools	55	0.5
Bloomfield School District	19	0.2
Eastern Greene Schools	11	0.1
Linton-Stockton School District	13	0.1
Metropolitan School District of Shakamak	10	0.1
White River Valley Schools	13	0.1
Hamilton Southeastern Schools	108	1.0
Hamilton Heights School Corp	27	0.3
Westfield-Washington Schools	99	0.9
Sheridan Community Schools	23	0.2
Carmel Clay Schools	214	2.0
Noblesville Schools	100	0.9
Southern Hancock County Community School District	18	0.2
Greenfield-Central Community Schools	35	0.3
Mount Vernon Community School Corp	18	0.2
Eastern Hancock County Community School District	7	0.1
Lanesville Community School Corp	2	0.0
North Harrison Community School District	42	0.4
South Harrison Community School Corp	32	0.3
North West Hendricks Schools	24	0.2
Brownsburg Community School Corp	91	0.8
Avon Community School Corp	141	1.3
Danville Community School Corp	58	0.5
Plainfield Community School Corp	38	0.4
Mill Creek Community School Corp	18	0.2
Blue River Valley Schools	20	0.2
South Henry School Corp	10	0.1
Shenandoah School Corp	10	0.1

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 8**

School Corporation		
	Frequency	Valid Percent
New Castle Community School Corp	38	0.4
C A Beard Memorial School Corp	12	0.1
Taylor Community School Corp	13	0.1
Northwestern School Corp	12	0.1
Eastern Howard School Corp	23	0.2
Western School Corp	44	0.4
Kokomo-Center Township Consolidated School District	107	1.0
Huntington County Community School District	81	0.8
Medora Community School Corp	9	0.1
Seymour Community Schools	39	0.4
Brownstown County Community School Corp	13	0.1
Crothersville Community Schools	4	0.0
Kankakee Valley School Corp	28	0.3
Rensselaer Central School Corp	8	0.1
Jay School Corp	63	0.6
Madison Consolidated Schools	16	0.1
Southwestern-Jefferson County Consolidated School District	19	0.2
Jennings County Schools	81	0.8
Clark-Pleasant Community School District	35	0.3
Center Grove Community School District	125	1.2
Edinburgh Community School Corp	12	0.1
Franklin Community School Corp	30	0.3
Greenwood Community School Corp	48	0.4
Nineveh-Hensley-Jackson United	12	0.1
North Knox School District	11	0.1
South Knox School Corp	10	0.1
Vincennes Community School Corp	23	0.2
Wawasee Community School Corp	37	0.3
Warsaw Community Schools	93	0.9
Tippecanoe Valley School Corp	36	0.3
Whitko Community School Corp	33	0.3
Prairie Heights Community School District	24	0.2
Westview School Corp	38	0.4
Lakeland School Corp	28	0.3
Northwest Indiana Special Education Coop	6	0.1
Hanover Community School Corp	16	0.1
River Forest Community School Corp	4	0.0
Merrillville Community School	27	0.3
Lake Central School Corp	129	1.2
Tri-Creek School Corp	14	0.1
Lake Ridge Schools	8	0.1
Crown Point Community School Corp	46	0.4
School City of East Chicago	19	0.2



**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 8**

School Corporation		
	Frequency	Valid Percent
Lake Station Community Schools	8	0.1
Gary Community School Corp	11	0.1
Griffith Public Schools	10	0.1
School City of Hammond	45	0.4
School Town of Highland	23	0.2
School City of Hobart	17	0.2
School Town of Munster	78	0.7
School City of Whiting	6	0.1
New Prairie United School Corp	119	1.1
Metropolitan School District of New Durham Township	50	0.5
Tri-Township Consolidated School Corp	15	0.1
Michigan City Area Schools	35	0.3
South Central Community School District	50	0.5
Laporte Community School Corp	253	2.4
North Lawrence Community Schools	80	0.7
Mitchell Community Schools	35	0.3
Frankton Elementary School	26	0.2
South Madison Community School District	51	0.5
Alexandria Community School District	13	0.1
Anderson Community School Corporation	72	0.7
Elwood Community School Corp	26	0.2
Metropolitan School District of Decatur Township	60	0.6
Franklin Township Community School District	61	0.6
Metropolitan School District of Lawrence Township	91	0.8
Metropolitan School District of Perry Township	15	0.1
Metropolitan School District of Pike Township	73	0.7
Metropolitan School District of Warren Township	85	0.8
Metropolitan School District of Washington Township	80	0.7
Metropolitan School District of Wayne Township	16	0.1
Beech Grove City Schools	32	0.3
Indianapolis Public Schools	169	1.6
School Town of Speedway	10	0.1
Culver Community Schools Corp	10	0.1
Argos Community Schools	3	0.0
Bremen Public Schools	17	0.2
Plymouth Community School Corp	19	0.2
Triton School Corp	6	0.1
Shoals Community School Corp	13	0.1
Loogootee Community School District	9	0.1
Maconaquah School Corp	15	0.1
North Miami Community Schools	30	0.3
Oak Hill United School Corp	9	0.1
Peru Community Schools	69	0.6

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 8**

School Corporation		
	Frequency	Valid Percent
Richland-Bean Blossom Community Schools	28	0.3
Monroe County Community School Corp	73	0.7
North Montgomery Community School Corp	22	0.2
South Montgomery Community School District	36	0.3
Crawfordsville Community Schools	52	0.5
Monroe-Gregg School District	25	0.2
Eminence Community School Corp	7	0.1
Metropolitan School District of Martinsville	39	0.4
Mooreville Consolidated School District	71	0.7
North Newton School Corp	8	0.1
South Newton School Corp	9	0.1
Central Noble Community School District	14	0.1
East Noble School Corp	34	0.3
West Noble School Corp	23	0.2
Rising Sun-Ohio County Community Schools	8	0.1
Orleans Community Schools	7	0.1
Paoli Community School Corp	8	0.1
Springs Valley Community Schools	3	0.0
Spencer-Owen Community Schools	24	0.2
Southwest Parke Community School District	9	0.1
Turkey Run Community School Corp	11	0.1
Perry Central Community Schools	19	0.2
Cannelton City Schools	6	0.1
Tell City-Troy Township School Corp	21	0.2
Pike County School Corporation	39	0.4
Metropolitan School District of Boone Township	2	0.0
Duneland School Corp	54	0.5
East Porter County School Corp	15	0.1
Porter Township School Corp	16	0.1
Union Township School Corp	8	0.1
Portage Township Schools	61	0.6
Valparaiso Community Schools	45	0.4
Metropolitan School District of Mount Vernon	47	0.4
Metropolitan School District of North Posey County	17	0.2
Eastern Pulaski Community School District	29	0.3
West Central School Corp	8	0.1
South Putnam Community Schools	8	0.1
North Putnam Community Schools	24	0.2
Cloverdale Community Schools	13	0.1
Greencastle Community School Corp	18	0.2
Union School Corp	5	0.0
Randolph Southern School Corp	5	0.0
Monroe Central School Corp	14	0.1

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 8**

School Corporation		
	Frequency	Valid Percent
Randolph Central School Corp	23	0.2
Randolph Eastern School Corp	3	0.0
South Ripley Community School District	13	0.1
Batesville Community School Corp	14	0.1
Jac-Cen-Del Community School Corp	12	0.1
Milan Community Schools	16	0.1
Rush County Schools	25	0.2
John Glenn School Corp	25	0.2
Penn-Harris-Madison School Corp	118	1.1
School City of Mishawaka	49	0.5
South Bend Community School Corp	142	1.3
Union-North United School Corp	12	0.1
Scott County School District 1	7	0.1
Scott County School District 2	25	0.2
Shelby Eastern Schools	27	0.3
Northwestern Consolidated School District	11	0.1
Southwestern Consolidated School Shelby County	11	0.1
Shelbyville Central Schools	45	0.4
North Spencer County School Corp	18	0.2
South Spencer County School Corp	16	0.1
Oregon-Davis School Corp	4	0.0
North Judson-San Pierre School Corp	7	0.1
Knox Community School Corp	24	0.2
Fremont Community Schools	8	0.1
Hamilton Community Schools	8	0.1
Metropolitan School District of Steuben County	28	0.3
Northeast School District	11	0.1
Southwest School Corp	12	0.1
Switzerland County School Corp	14	0.1
Lafayette School Corp	85	0.8
Tippecanoe School Corp	126	1.2
West Lafayette Community School Corp	33	0.3
Tri-Central Community Schools	21	0.2
Tipton Community School Corp	16	0.1
Union County/CLG Corner Joint School District	18	0.2
Evansville-Vanderburgh School Corp	209	1.9
North Vermillion Community School District	28	0.3
South Vermillion Community School District	10	0.1
Vigo County School Corp	194	1.8
Manchester Community Schools	23	0.2
Metropolitan School District of Wabash County	28	0.3
Wabash City Schools	20	0.2
Metropolitan School District of Warren County	26	0.2

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**Indicator 8**

School Corporation		
	Frequency	Valid Percent
Warrick County School Corp	151	1.4
Salem Community Schools	17	0.2
East Washington School Corp	17	0.2
West Washington School Corp	14	0.1
Nettle Creek School Corp	8	0.1
Western Wayne Schools	13	0.1
Centerville-Abington Community Schools	15	0.1
Northeastern Wayne Schools	10	0.1
Richmond Community Schools	65	0.6
Southern Wells Community Schools	9	0.1
Northern Wells Community Schools	20	0.2
Metropolitan School District of Bluffton-Harrison	24	0.2
North White School Corp	4	0.0
Frontier School District	9	0.1
Tri-County School Corp	10	0.1
Twin Lakes School Corp	34	0.3
Smith-Green Community Schools	21	0.2
Whitley County Consolidated Schools	64	0.6
IN Department of Correction	2	0.0
Community Montessori District	14	0.1
Irvington Community School	7	0.1
New Community School	5	0.0
Christel House Academy	8	0.1
KIPP Indianapolis College Preparatory	1	0.0
Charles A Tindley Accelerated School	3	0.0
Thea Bowman Leadership Academy	2	0.0
Rural Community Schools Inc	6	0.1
Fountain Square Academy	8	0.1
Se Neighborhood School of Excellence	4	0.0
Joshua Academy	2	0.0
21st Century Charter School of Gary	1	0.0
East Chicago Urban Enterprise Academy	1	0.0
Indianapolis Lighthouse Charter School	2	0.0
Monument Lighthouse Charter School	8	0.1
Indiana School for the Deaf	2	0.0
Andrew J Brown Academy	6	0.1
Burris Laboratory School	7	0.1
Herron Charter	23	0.2
Hope Academy	1	0.0
Geist Montessori Academy	6	0.1
Indianapolis Metropolitan High School	16	0.1
Aspire Charter Academy	2	0.0
Renaissance Academy Charter School	10	0.1

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Indicator 8

School Corporation		
	Frequency	Valid Percent
Canaan Community Academy	6	0.1
Excel Center - Anderson	4	0.0
Anderson Preparatory Academy	14	0.1
Hoosier Academy - Indianapolis	18	0.2
Hoosier Academy - Muncie	5	0.0
Beacon Academy	1	0.0
The Bloomington Project School	11	0.1
International School of Columbus	10	0.1
Hoosier Academy Virtual Charter	47	0.4
Rock Creek Community Academy	14	0.1
Gary Middle College	1	0.0
Excel Center for Adult Learners	8	0.1
Missing Data	21	
<b>Total</b>	<b>10,764</b>	<b>100.0</b>

Indicator 9

Indicator 9

**Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent =  $\left[ \frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification}}{\text{\# of districts in the State}} \right] \times 100$ .

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY12, describe how the State made its annual determination that the disproportionate overrepresentation it identified of racial and ethnic groups in special education and related services was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY12 reporting period, i.e., after June 30, 2013. If inappropriate identification is identified, report on corrective actions taken.

**Data Source:** 618 Table 1; Fall enrollment; December 1 count

**In analyzing data for this indicator, the State must:**

*Use data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for all children with disabilities aged 6 through 21 served under IDEA.*

Indiana used the Fall October 1, 2012 Enrollment and October/December 1, 2012 Child Count for this APR submission.

*All States are required to report race and ethnicity data using the new racial and ethnic categories not later than the data that the State reports for the 2010-2011 school year. This means that all States must report under Indicator 9 on disproportionate representation of children in the "two or more races" category with this APR.*

Indiana included the following racial and ethnic categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White, and two or more races.

**Definition of "Disproportionate Representation" and Methodology**

*States are instructed to provide their definition of disproportionate representation and include the method(s) used to calculate disproportionate representation (e.g., risk ratio, weighted risk ratio, E-formula, etc.).*

Indiana defines disproportionate representation (or disproportionality) of racial and ethnic groups in special education & related services as a risk ratio greater than 2.0 or a risk ratio less than 0.5 in special education and related services, for two consecutive years.

Indiana has a required minimum "n" size of 30 students with a disability in a given population.

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 9

Indiana includes the total number of LEAs in the state for the denominator.

**Step One:** States must provide the **number of districts identified with disproportionate representation** of racial and ethnic groups in special education and related services (see Table below).

- In FFY12, school year 2012-13 there were 352 LEAs total.
- LEAs that met the “n” size was 352.
- Indiana determined that 0 LEAs were identified as exceeding the data threshold (2.0 or above risk ratio) for disproportionate representation.

### **Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification**

States must report on the percent of districts in which disproportionate representation of racial and ethnic groups in special education and related services is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2012 reporting period, i.e., after June 30, 2013 (See Table below).

The State also must describe **how** it made its annual determination that the disproportionate representation of racial and ethnic groups in special education and related services was, or was not, the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a). The State may use monitoring data; review policies, practices, and procedures, etc. States must determine whether districts with disproportionate representation of racial and ethnic groups in special education and related services are in compliance with the child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311, and include that information in its APR.

Indiana determined that 0 of the 352 LEAs had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification and made no findings of noncompliance for these LEAs.

### **Actual Target Data for FFY12:**

FFY	Measurable and Rigorous Target
FFY12 (2012-2013)	Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification will be 0%

### **(Target Data for FFY12)**

Indiana’s significant discrepancy definition requires an LEA to exceed the established threshold for two consecutive years; therefore the State utilized the FFY 2011 (SY 11-12) and FFY 2012 (SY 12-13) data when reporting significant discrepancy in the FFY 2012 (SY12-13) APR.

Indiana had 0 Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 9**

**Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification**

<b>Year</b>	<b>Total Number of Districts</b>	<b>Number of Districts with Disproportionate Representation</b>	<b>Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification</b>	<b>Percent of Districts</b>
<b>FFY12 (2012-2013)</b>	<b>352</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY12:**

Since Indiana has zero (0) LEAs who have disproportionate representation for this indicator, no discussion is necessary.

**OSEP Response Table for FFY2012**

<b>Statement from the Response Table</b>	<b>State's Response</b>
OSEP did not provide a statement	Not applicable



Indicator 10

Indicator 10

Monitoring Priority: Disproportionality

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:**

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Based on its review of the 618 data for FFY 2012, describe how the State made its annual determination that the disproportionate overrepresentation it identified of racial and ethnic groups in specific disability categories was the result of inappropriate identification as required by §§300.600(d)(3) and 300.602(a), e.g., using monitoring data; reviewing policies, practices and procedures, etc. In determining disproportionate representation, analyze data, for each district, for all racial and ethnic groups in the district, or all racial and ethnic groups in the district that meet a minimum 'n' size set by the State. Report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY 2012, i.e., after June 30, 2013. If inappropriate identification is identified, report on corrective actions taken.

**Data Source:** 618 Table 1; October enrollment; December 1 Child Count

**In analyzing data for this indicator, the State must:**

*Use data collected on Table 1 (Child Count) of Information Collection 1820-0043 (Report of Children with Disabilities Receiving Special Education under Part B of the IDEA, as amended) for all children with disabilities aged 6 through 21 served under IDEA. The State must provide these data at a minimum for children in the following six disability categories: **mental retardation, specific learning disabilities, emotional disturbance, speech or language impairments, other health impairments, and autism** (see Part B Indicator Measurement Table for additional instructions).*

Indiana used the Fall October 1, 2012 Enrollment and October/December 1, 2012 Child Count for this APR submission.

*\*All States are required to report race and ethnicity data using the new racial and ethnic categories not later than the data that the State reports for the 2010-2011 school year. This means that all States must report under Indicator 9 on disproportionate representation of children in the "two or more races" category with this APR.*

Indiana included the following racial and ethnic categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White, and two or more races.

**Definition of "Disproportionate Representation" and Methodology**

*States are instructed to provide their definition of disproportionate representation and include the method(s) used to calculate disproportionate representation (e.g., risk ratio, weighted risk ratio, E-formula, etc.).*

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 10

Indiana's definition is "percent of districts with disproportionate representation of racial and ethnic groups (American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Hispanic or Latino, Black or African American, White, Multiracial) in specific disability categories (Mental Disability, Specific Learning Disability, Emotional Disturbance, Speech and Language Impairment, Other Health Impairment, and Autism) that is the result of inappropriate identification".

Indiana has a required minimum "n" size of 30 students with a disability in a given population.

Indiana includes the total number of LEAs in the state for the denominator.

**Step One:** States are to provide the **number of districts identified with disproportionate representation** of racial and ethnic groups in specific disability categories.

- Indiana had 352 LEAs total.
- Indiana had 345 LEAs that meet the minimum "n" size
- Indiana determined that 16 school districts were identified as exceeding the data threshold (2.0 or above risk ratio) for disproportionate representation.

**Step Two: Determining if Disproportionate Representation is the Result of Inappropriate Identification**

*States must report on the percent of districts in which disproportionate representation of racial and ethnic groups in specific disability categories is the result of inappropriate identification, even if the determination of inappropriate identification was made after the end of the FFY12 reporting period, i.e., after June 30, 2013 (See Table below).*

*The State also must describe **how** it made its annual determination that the disproportionate representation of racial and ethnic groups in specific disability categories was, or was not, the result of inappropriate identification as required by 34 CFR §§300.600(d)(3) and 300.602(a). The State may use monitoring data; review district policies, practices, and procedures, etc. The State must determine whether districts with disproportionate representation of racial and ethnic groups in specific disability categories are in compliance with the child find, evaluation, and eligibility requirements in 34 CFR §§300.111, 300.201 and 300.301 through 300.311, and include that information in its APR.*

Indiana notified the 16 LEAs that the data analysis reflected possible noncompliance with this indicator and required each LEA to complete a self-assessment of their policies, procedures and practices utilizing the *Disproportionate Representation/Significant Discrepancy Self-Assessment Survey*. The self-assessment was reviewed and follow-up telephone interviews and email exchanges were conducted as necessary. Based on the review of the surveys, supporting documentation and information obtained through the follow up methods, Indiana determined if the LEA had compliant policies, procedures and practices. If so, the LEA was deemed compliant with this indicator.

If, through this process, Indiana determined that the LEA had policies and procedures that were not sufficient to make a determination of compliance, practices were then reviewed. Indiana conducted a file review. Indiana selected the files based upon a ten percent random sample (no less than five, no more than ten) of case files of students that were evaluated and identified as students with disabilities. If policies, procedures and practices were determined to be inappropriate, findings were issued.

Indiana determined that four of the 345 LEAs had disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification and made no findings of noncompliance for each of those LEAs.

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### Indicator 10

- 16 LEAs were required to complete a self-assessment regarding professional development and ongoing training in regard to evaluation requirements, classroom management and differentiated instruction, and pre-referral interventions and evaluations.
- Based on the self-assessment 16 LEAs were required to have a file review conducted for further analysis.
- Based on the file review four LEAs had disproportionate representation of racial and ethnic groups in specific disability categories that are the result of inappropriate identification.

#### Actual Target Data for FFY12 (SY12-13):

FFY	Measurable and Rigorous Target
<b>FFY12 (SY12-13)</b>	Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be 0%

#### Target Data for FFY 2012

Indiana's Disproportionate representation definition requires an LEA to exceed the established threshold for two consecutive years; therefore the State utilized the FFY11 (SY 11-12) and FFY12 (SY 12-13) data when reporting Disproportionate representation in the FFY12 (SY12-13) APR.

Indiana had 1.13% percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that were the result of inappropriate identification.

#### Districts with Disproportionate Representation of Racial and Ethnic Groups in Specific Disability categories that was the Result of Inappropriate Identification

Year	Total Number of Districts	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups in specific disability categories that was the Result of Inappropriate Identification	Percent of Districts
<b>FFY12 (SY12-13)</b>	<b>352</b>	<b>16</b>	<b>4</b>	<b>1.13%</b>

#### Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY12:

Indiana is reporting progress of 2.05%. Indiana did not meet its target of 0% for the reporting year.

The four LEAs with new findings of noncompliance were informed that the noncompliance must be corrected as soon as possible but in no case greater than one-year from the date of the issuance of the finding. The LEAs were informed that they were required to:

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 10

- Correct each individual case of noncompliance identified in the file review, unless the student was no longer under the jurisdiction of the LEA, and,
- Review and revise their policies, procedures, and practices relating to professional development and ongoing training in regard to evaluation requirements, classroom management and differentiated instruction, pre-referral interventions and evaluations. Each LEA created a Corrective Action Plan (CAP) through the submission of a Monitoring Workbook. The Monitoring Workbook included LEA specific data in regard to the file review, and a root cause analysis questionnaire to be completed by the staff of the LEA in order to inform the CAP.

In addition, all four of the LEAs identified with noncompliance were informed that they were required to work with IDOE staff and the appropriate Indiana Resource Network (IRN) technical assistance provider(s). Progress on this Indicator was monitored through the general supervision component of the IDOE special education monitoring process.

#### Correction of FFY11 Findings of Noncompliance (if State reported more than 0% compliance):

Level of compliance (actual target data) State reported for FFY11 for this indicator: 3.18%

1. Number of findings of noncompliance the State made during FFY11 (the period from July 1, 2011 through June 30, 2012)	11
2. Number of FFY11 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	4
3. Number of FFY11 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	7

#### Correction of FFY11 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY11 findings not timely corrected (same as the number from (3) above)	7
5. Number of FFY11 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	7
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	0

#### Actions Taken if Noncompliance Not Corrected:

*For FFY 2011 findings for which the State has not yet verified correction, explain what the State has done to identify the root cause(s) of continuing noncompliance, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against an LEA that continues to show noncompliance.*

This is not applicable to Indiana.

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### Indicator 10

#### Verification of Correction (either timely or subsequent):

*For States that Reported Less than 100% Compliance for FFY09 for Indicator 10:*

*As specified in OSEP's FFY11 SPP/APR Response Table, the State must report on the status of correction of noncompliance reflected in the data the State reported for this indicator. The State must demonstrate, in the FFY12 APR that the districts identified in FFY11 or, if applicable districts identified in FFY11 based on FFY10 data, with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311, including that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02.*

#### Describe of the specific actions that the State took to verify the correction of findings of noncompliance identified in FFY11:

To assure that the LEA is correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for Indicator 10.

#### OSEP Response Table for FFY11 (SY11-12)

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY11 (greater than 0% actual target data for this indicator), the State must report on the status of correction of noncompliance identified in FFY11 for this indicator. The State must demonstrate, in the FFY12 APR, that the districts identified in FFY11 with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311. Further, the State must demonstrate, in the FFY12 APR, that the remaining seven districts identified in FFY11 based on FFY10 data with disproportionate representation of racial and ethnic groups in specific disability categories that was the result of inappropriate identification, are in compliance with the requirements in 34 CFR §§300.111, 300.201, and 300.301 through 300.311.	As described above noncompliance from FFY11 has been corrected.
In demonstrating the correction of the noncompliance identified in FFY11, the State must	To assure that the LEA is correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the

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**Indicator 10**

report, in the FFY12 APR, that the State verified that each district with noncompliance: (1) is correctly implementing the specific regulatory requirement(s) (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the district, consistent with OSEP Memo 09-02. In the FFY12 APR, the State must describe the specific actions that were taken to verify the correction.	noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for Indicator 10.
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY12 (if applicable):**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Status</b>
Coordinate activities with the School Wide Positive Behavior Support (PBS) initiative, a systems approach to effective school-wide management that provides a comprehensive continuum of supports.	Ongoing	<p>PBIS Indiana technical assistance center continues to develop and establish a statewide network of culturally responsive positive behavior supports. The project continues to work with emerging model sites to develop a state-of-the-art model of culturally responsive PBIS (CR-PBIS). The center collaborates closely with national leaders and a state advisory team to support a statewide PBIS network, including training and technical assistance.</p> <p>PBIS Indiana offered regional trainings throughout the state to scale up CR-PBIS. This included 31 school leadership teams receiving training to develop Universal (Tier 1) Systems of Supports and 48 school leadership teams receiving training to develop Tier 2 Systems of Supports. PBIS Indiana also held a statewide Coaches Forum, in which coaches or team leaders from implementing schools around the state were offered skill sessions and networking opportunities.</p>
LEAs identified with significant discrepancies will receive training in Culturally Responsive School Wide Positive Behavior Supports.	Ongoing	The LEAs with significant discrepancy had the opportunity to work with one or more of the IRN Centers to develop, implement and monitor a LEA plan of correction which included training in Culturally Responsive School Wide Positive Behavior Supports.
<p>Provided targeted, comprehensive support to schools across the State to improve teaching and learning via resource centers whose areas of focus are:</p> <ul style="list-style-type: none"> <li>• Autism;</li> <li>• Effective assessment and</li> </ul>	Ongoing	<p><a href="#">PBIS Indiana: Positive Behavior Interventions &amp; Supports Resource Center</a></p> <p>The Indiana University Equity Project at the Center for Evaluation and Education Policy (CEEP) in collaboration with the Center for Education and Lifelong Learning at the Indiana Institute on Disability and Community (IIDC) is the IRN center whose focus is to develop and establish a statewide network of culturally responsive school-wide positive behavior support sites and increase educators' knowledge and understanding of how PBIS impacts student achievement, family engagement, dropout rate</p>

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Indicator 10

Improvement Activities	Timelines	Status
<p>instruction;</p> <ul style="list-style-type: none"> <li>• Effective evaluations;</li> <li>• Effective and compliant IEPs;</li> <li>• Positive behavior supports; and,</li> <li>• Transition to adulthood</li> </ul> <p>In additional statewide support, DOE provided:</p> <ul style="list-style-type: none"> <li>• Parent training and information;</li> <li>• Assistive and accessible technologies; and,</li> <li>• Training for teachers of students who are deaf, blind and/or have low vision</li> </ul>		<p>and least restrictive environment placements. The center is working on the following activities:</p> <ul style="list-style-type: none"> <li>• Development of an expanded RTI-based model of PBIS that addresses issues of culture and contributes to improved outcomes in achievement, graduation, and LRE;</li> <li>• Development of six model demonstration sites committed to the full implementation of the PBIS Indiana framework. This work includes culturally responsive training at Tier 1, 2, and 3;</li> <li>• Working with sites assigned by the IDOE to address identified insufficiencies through the implementation of the PBS Indiana framework;</li> <li>• Working with schools partially implementing PBIS, providing professional development and technical assistance as needed to move schools at any level of implementation to more complete implementation;</li> <li>• Conducting a survey statewide to assess the level of implementation in schools across the state;</li> <li>• Increasing capacity by building the knowledge base; and,</li> <li>• Development of a fully functioning and sustainable network of culturally responsive PBIS in Indiana.</li> </ul> <p>The center has developed an extensive list of tools that include web-based modules, publications and other resources on:</p> <ul style="list-style-type: none"> <li>• Culturally responsive practices;</li> <li>• Disproportionality;</li> <li>• Leadership teams; and,</li> <li>• PBIS frameworks.</li> </ul> <p><a href="#">Effective Evaluation Resource Center (EERC)</a></p> <p>The EERC provides statewide professional development as well as targeted technical assistance to LEAs. The EERC focuses on increasing Indiana educators' skills and practices to ensure a) targeted and high quality interventions and strategies for struggling students and b) the use of appropriate special education evaluation procedures and eligibility guidelines for all students. The EERC provides assistance to LEAs in the correction of noncompliance and implementation of systemic changes to prevent future noncompliance.</p> <p>The EERC provided targeted technical assistance and statewide professional development related to appropriate identification practices and outcomes. This included:</p> <ol style="list-style-type: none"> <li>a) Coordination of the Disproportionality LEA Technical Assistance Forum, attended by leadership teams from districts with findings for Indicator 4, 9, and/or 10. Resources and materials were developed to assist teams with root cause analysis and development of a corrective action plan. EERC is providing ongoing support and facilitation to assist with CAP implementation and monitoring of practices and data.</li> <li>b) Onsite technical assistance to LEA district leadership</li> </ol>

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Indicator 10

Improvement Activities	Timelines	Status
		<p>team including review and revision of procedures and practices, text-based discussions, and facilitation of leadership teams and disproportionality committees.</p> <p>c) Development of written and online resources for use by targeted LEAs and schools statewide. Resources focused on topics such as second language learners, assessment of English language learners, culturally responsive practices, and evidence-based behavior interventions.</p> <p><a href="#"><u>HANDS (Helping Answer Needs by Developing Specialists) in Autism Resource Center</u></a></p> <p>The HANDS in Autism® Interdisciplinary Training &amp; Resource Center provides unique learning opportunities designed to integrate and understand autism and related developmental disabilities through hands-on and coaching experiences. Training and/or consultation opportunities are offered throughout the State and are customized to meet the needs of a particular site determined based on a needs assessment of participants, schools, or the district, verbal feedback, historical review of trainings, and/or verbal discussion with stakeholders requesting such trainings and/or consultation. Such trainings are provided by a multidisciplinary HANDS training team who represent a combination of professionals from the fields of special education, general education, behavioral analysis, school psychology, public health, and clinical psychology. Such a broad range of experience allows us work with different populations and groups and is illustrative of the necessary collaboration involved with successful Culturally Responsive School Wide Positive Behavior Supports (CRSWPBS) and multidisciplinary teams. Trainings are based upon evidence-based practices in autism, as reported by the National Standards Project and National Autism Center, and in line with the proactive and positive behavioral plans promoted within CRSWPBS. These foundational components (i.e., proactive and positive behavioral plans) are a natural tie to the HANDS training curriculum and evidence based practices purported by the aforementioned report.</p> <p>Another hands-on training opportunity is offered through Summer Training, a week-long intensive training for school personnel that combines didactic training and hands-on experience in the HANDS classroom.</p> <p>In addition to hands-on training and consultations, HANDS in Autism® offers a growing depository of other learning opportunities:</p> <ul style="list-style-type: none"> <li>- Workshops for professionals and caregivers: a series of workshops based on the most popular topics that may include but not limited to creation of visuals supports for specific strategies, Q&amp;A for parents, strategy training, etc. Offered live and online.</li> <li>- eLearning: self-paced interactive tutorials that range from</li> </ul>



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Indicator 10

Improvement Activities	Timelines	Status
		<p>general information about autism to the use of specific strategies. Upon successful completion of a tutorial and final quiz, participants will get a certificate of completion that could be used towards PGP.</p> <ul style="list-style-type: none"> <li>- Web-, podcasts, and videos: archived webinars on a range of topics. Certificate of completion is available for select options. Videos range from general information about autism to strategy video modeling.</li> <li>- Training Toolkits: resource toolkits that range from single strategy training to a setting-specific range of strategies training that could be used to train peers, parents, and colleagues.</li> <li>- Manuals: Large publications that offer helpful information and strategies for specific populations (e.g., caregivers of individuals with autism, etc).</li> <li>- Individual publications: handouts that range from general information about the disorders to specific strategy-based information, templates for academic and non-academic activities, functional skills training, etc. Materials in Spanish are also available.</li> <li>- Collaboration with local professionals and families through the HANDS-initiated Local Community Cadres to meet needs of specific communities in training, material dissemination, and resource development.</li> </ul> <p><a href="#">INSOURCE</a></p> <p>Parent Support Volunteers (PSV): INSOURCE continued to provide ongoing activities throughout the state to help support a network of 170 PSVs. INSOURCE has maintained this volunteer network for 33 years. This program has successfully supported many thousands of parents of children with disabilities statewide, using a parent to parent service delivery mode. INSOURCE provided information and ongoing training and support to the PSVs via its statewide network of paid staff of Regional Program Specialist (RPS). Individual support to parent volunteers is available on an “as needed” basis and covers many different topics or issues including suspensions and expulsions of students with Individualized Education Programs (IEP). During this twelve month period, this parent volunteer statewide network provided training and assistance to 383 families and other contacts statewide. This training and assistance included support to families concerning special education eligibility, eligibility categories and expulsion &amp; suspension of students with IEPs.</p> <p>RPS: INSOURCE continued the maintenance of 22 regional offices to insure an appropriate level of support for parents and educators in their communities. Statewide support to families and educators reflected in this activity are generally provided on an individual basis, and may include assistance provided by email, telephone or on a face to face basis. RPS in the regional offices assistance to families covered a range of topics concerning the</p>

Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

Indicator 10

Improvement Activities	Timelines	Status
		<p>education of students with disabilities. During this twelve month period, INSOURCEs RPS provided assistance to 10,656 families and other contacts statewide.</p> <p>Statewide: INSOURCE staff also continued its support to parents of children with disabilities and educators statewide by providing both live and online training opportunities. These training programs cover a variety of topics including the special education processes, eligibility, IEPs, transition to adult life, and suspension and expulsion for students with IEPs. During this time period, INSOURCE staff conducted 298 live/webinar trainings across the state, reaching 5,858 participants. INSOURCE also reached 848 participants through its online library of special education presentations.</p> <p>INSOURCE staff also conduct Bullying Prevention trainings. This workshop is designed for parents to explore the dynamics of bullying, and to learn what they can do to help children address this issue. The workshop focuses on students with disabilities, and includes a brief review of the applicable laws and available resources. Topics include: Types of bullying, who is bullied, why children are bullies, the roles schools play, laws and policies, bullying prevention strategies.</p> <p><a href="#">PATINS Project</a></p> <p>The Promoting Achievement through Technology and Instruction for all Students Project (PATINS Project) state-wide technical assistance network for the provision of assistive/accessible technology supports to assist Indiana's local educational agencies. As a sole source provider for the Indiana Department of Administration and the Indiana Department of Education, the PATINS Project works with local educational agencies to create, locate, and acquire flexible and accessible curricular materials and utilize technology tools that will support students with disabilities and reduce the existing barriers to learning in the classroom. By addressing learner barriers in the classroom through effective and accessible technologies, materials and instruction, the project provides resources (assistive technologies and training) to local educational agencies to develop compensatory strategies and access to tools to reduce the effects of student's disabilities and thereby allowing students to focus their ability on the specific demands of academic tasks and successfully demonstrate acceptable behaviours. The PATINS Project works with schools to reduce potential triggers of undesirable behaviour through the use of assistive technology and effective instruction by:</p> <ul style="list-style-type: none"> <li>• Utilizing specific assistive technology tools to monitor behaviour during assigned classroom tasks;</li> <li>• Utilizing strategies and assistive technology tools to self-regulate behaviour during academic task performance;</li> <li>• Accessing the curriculum in multiple, flexible and engaging ways</li> <li>• Maintaining a Refurbished Computer program, which</li> </ul>

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 10**

Improvement Activities	Timelines	Status
		<p>supplies students with access who otherwise may not have computer access.</p> <ul style="list-style-type: none"> <li>• Maintaining and regularly updating an online set of video, text and audio resources available to LEA staff 24/7,</li> <li>• Providing a state-wide lending library of assistive technologies for LEAs to borrow and try with students, allowing for more informed and appropriate purchases.</li> <li>• Providing a two-day statewide conference on classroom implementation of accessible instruction and also a one-day statewide conference on accessible technologies.</li> <li>• Providing a statewide targeted technical assistance opportunity to approximately ten districts per school year for the purpose of working closely with LEAs to assist with developing, improving and/or sustaining an effective and efficient system for the provision of specialized formats of print-based instructional materials to students with disabilities.</li> <li>• Maintaining a state-wide repository and delivery system of accessible instructional materials and,</li> <li>• Utilizing assistive technology to help students manage behaviours associated with social components of classroom activities.</li> </ul>

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 11

#### Indicator 11

##### Monitoring Priority: Effective General Supervision Part B / Child Find

**Indicator 11:** Percent of children who were evaluated within 60<sup>14</sup> days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

##### Measurement:

- a. # of children for whom parental consent to evaluate was received.
  - b. # of children whose evaluations were completed within 60 days (or State-established timeline). Account for children included in a. but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.
- Percent = [(b) divided by (a)] times 100.

**Data Source:** Indicator 11 data was collected through the DOE-EV (Evaluation) report on July 1, 2013, and ranged from July 1, 2012 to June 30, 2013 in order to encompass the entire reporting year.

##### Overview of the Indicator:

In FFY 2012 (SY 12-13) the data for this indicator was submitted to the Indiana Department of Education (IDOE) via a secure site known as the Student Test Number (STN) Application Center. Each Local Educational Agency (LEA) must upload child count as well as performance and compliance data to the STN Application Center. This data is then stored in the IDOE data warehouse where it can be extracted and used for state and federal funding, performance indicators, and compliance indicators. Target data was gathered from the IDOE-EV report and then verified with LEAs to ensure accuracy. Data used in the APR is derived from the final verification reports submitted by LEAs.

##### Measurable and Rigorous Targets:

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	100% of all referrals are processed within the prescribed state timeline.

##### Actual Target Data for FFY 2012 (2012-2013):

Children Evaluated Within 60 Days (or state-established timeline)	
a. Number of children for whom parental consent to evaluate was received	7,751 <sup>15</sup>
b. Number of children whose evaluations were completed within 60 days (or state-established timeline)	7,584

<sup>14</sup>IDEA states at 34 CFR § 300.301(c)(1) that initial evaluations "Must be conducted within 60 days of receiving parental consent for the evaluation; or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe." Indiana therefore rigorously requires that LEAs conduct initial evaluations within 50 days of receiving parental consent for the evaluation.

<sup>15</sup>Data is derived from 1/3 of the state that was being monitored for this Indicator during FFY 2012. Data will vary greatly from year to year due to differences in LEAs being monitored.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 11**

<b>Children Evaluated Within 60 Days (or state-established timeline)</b>	
Percent of children with parental consent to evaluate, who were evaluated within 60 days (or state-established timeline) (Percent = [(b) divided by (a)] times 100)	<b>97.85%</b>
<b>The Number and Range of Days of Initial Evaluations Outside Required Timeline</b>	
a. 1-5 Instructional Days	65
b. 6-10 Instructional Days	35
c. 11-15 Instructional Days	12
d. 16 + Instructional Days	54

**Explanation of Progress or Slippage that Occurred for Data Year FFY 2012:**

<b>FFY</b>	<b>Target</b>	<b>Indicator 11 Actual Percentage</b>
FFY 2012 (SY 12-13)	100%	97.85%
FFY 2011 (SY 11-12)	100%	97.9%

Indiana is reporting slippage of .05% for Indicator 11; however, Indiana remains above the 95% substantially compliant mark. Indiana attributes this slippage, upon reviewing the LEAs root cause analysis, that LEAs did not change procedures to accurately reflect guidance that was developed by the IDOE clarifying expectations for this indicator. Further clarification of this guidance has been shared with LEAs in order to ensure future timely evaluations.

**Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance):**

Level of compliance (actual target data) State reported for this indicator:

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	<b>45</b>
2. Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	<b>41</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>4</b>

## Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)

### Indicator 11

#### Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	4
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline	4
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(4) minus (5)]	0

#### Verification of Correction of Remaining FFY 2011 findings:

The 45 LEAs that were issued Indicator 11 findings in FFY 2011 were assigned an IDOE consultant and required to develop a corrective action plan (CAP) in order to identify the root cause(s) of noncompliance and to change and update policies, procedures, and practices in order to correctly implement all regulatory requirements of the Indicator. The IDOE consultant collected the updated policies, procedures, and practices from the 45 LEAs and verified that the appropriate changes were made.

Pursuant to OSEP Memorandum 09-02, the IDOE verified that, unless the child no longer remained under the jurisdiction of the initiating LEA, all outstanding noncompliant initial evaluations were completed, although late. The IDOE verified the completion of the outstanding noncompliant timelines by collecting and reviewing updated evaluation information from LEAs on each individual case through the State's data system.

Indicator 11 initial evaluation data from April 1, 2012 to June 30, 2012<sup>16</sup> was reviewed from the 45 LEAs issued Indicator 11 findings in FFY 2011. Compliance was measured in order to verify that corrective action plans and IDOE consultation had corrected LEA noncompliance. This gave LEAs the opportunity to demonstrate correction by submitting current evaluation data more representative of revised evaluation processes. The data was submitted by each LEA through an IDOE Data Collection and was extracted from the IDOE Data Warehouse for data verification. A total of 41 LEAs showed correction by submitting initial evaluation timeline data showing 100% compliance during the reporting window.

#### Actions Taken if Noncompliance from FFY 2011 was Not Corrected:

Not applicable to Indiana

<sup>16</sup> Indiana used the time period of April 1, 2012 to June 30, 2012 as the period of verification that is required by OSEP Memorandum 09-02 and commonly known as "prong two" of verification of correction of noncompliance. Indiana chose the time period because statewide data indicates that approximately 1/3 of evaluations are completed during the reporting window. In order for an LEA to correct noncompliance, all timelines from April 1 to June 30 must be compliant.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)****Indicator 11****Correction of Remaining FFY 2010 Findings of Noncompliance:**

1. Number of remaining FFY 2010 findings noted in OSEP's June 2012 FFY 2010 APR response table for this Indicator	<b>3</b>
2. Number of remaining FFY 2010 findings the State has verified as corrected	<b>3</b>
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	<b>0</b>

**Verification of Correction of Remaining FFY 2011 (Data Year FFY 2010) findings:**

All identified noncompliance from FFY 2010(SY 10-11) has been corrected and verified as noted in the FFY 2011 APR.

Pursuant to OSEP Memorandum 09-02, the IDOE verified that, unless the child no longer remained under the jurisdiction of the initiating LEA, all outstanding noncompliant initial evaluations were completed, although late. The IDOE verified the completion of the outstanding noncompliant timelines by collecting and reviewing updated evaluation information from LEAs on each individual case through the State's data system.

**Actions Taken if Noncompliance from FFY 2011(Data Year FFY 2010) was Not Corrected:**

All identified noncompliance from FFY 2011 (Data Year FFY 2010-SY 10-11) has been corrected and verified as noted in the FFY 2011 APR.

**Correction of Any Remaining Findings of Noncompliance from FFY 2007:**

1. Number of remaining FFY 2007 findings noted in OSEP's June 2012 FFY 2010 APR response table for this indicator	<b>1</b>
2. Number of remaining FFY 2007 findings the State has verified as corrected	<b>1</b>
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	<b>0</b>

**Verification of Correction of Remaining FFY 2007 findings:**

All identified noncompliance from FFY 2007 has been corrected and verified.

Pursuant to OSEP Memorandum 09-02, the IDOE verified that, unless the child no longer remained under the jurisdiction of the initiating LEA, all outstanding noncompliant initial evaluations were completed, although late. The IDOE verified the completion of the outstanding noncompliant timelines by collecting and reviewing updated evaluation information from LEAs on each individual case through the State's data system.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 11**

**Discussion of Improvement Activities Completed FFY 2012 (SY 12-13):**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
LEAs identified as not meeting the required timeline for completing educational assessments will be required to develop a corrective action plan for ensuring compliance.	ongoing	<p>Each LEA issued a finding for Indicator 11 developed a CAP in coordination with an education specialist at the IDOE during FFY 2012 (SY 12-13).</p> <p>For those LEAs that had identified noncompliance in FFY 2012 (SY 12-13) or earlier, the previously developed CAP was evaluated for effectiveness and updated to reflect more comprehensive activities.</p>
As part of the Indiana Resource Network (IRN), the Effective Evaluation Resource Center will assist LEAs and schools in reforming and improving their supports and services	ongoing	<p>LEAs that have been issued findings for Indicator 11 accessed technical assistance through universal supports as well as targeted supports through the IRN. For those LEAs that were issued Indicator 11 findings in FFY 2012 (SY 12-13) and showed egregious noncompliance, targeted technical assistance was assigned through the use of the Effective Evaluation Resource Center to ensure timely correction of noncompliance.</p> <p>The Effective Evaluation Resource Center provided an array of professional development and coaching opportunities, developed resources and materials, facilitated statewide and regional collaborative networks, and advanced the use of statewide technology during the evaluation process.</p> <p>Information pertaining to the Effective Evaluation Resource Center is located at the following url: <a href="http://www.indianaeeerc.org">http://www.indianaeeerc.org</a></p>
Define policies and procedures for data collection and reporting	ongoing	The Office of Special Education collaborated with the IDOE Office of Data and Accountability to define procedures for data collections and reporting pertaining to Special Education. These procedures established specific timelines for the process of data collection to both ensure all LEAs report their data in a timely manner and allow time for LEAs to seek any necessary clarification so that data is reported accurately.
Track monthly compliance for LEAs with uncorrected Findings	ongoing	To ensure correction of noncompliance identified in FFY 2010 or earlier, LEAs with outstanding Findings are required to submit monthly Indicator 11 data to the Office of Special Education to track timelines throughout the school year.



**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 11**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Distribute a Monitoring Workbook to LEAs found out of compliance containing an in-depth analysis of areas of noncompliance.	ongoing	Each LEA found out of compliance for FFY 2012 (SY 12-13) was issued a Monitoring Workbook containing details for each Indicator for which the LEA was found to be out of compliance. These Workbooks presented both a breakdown of data as well as a Root Cause Analysis. LEAs must complete the Root Cause Analysis, create a Corrective Action Plan, and, if applicable, correct any individual cases of noncompliance and return the completed Workbook to the IDOE Office of Special Education by a specified date. Upon receiving the completed Workbook, the IDOE is able to provide more targeted TA to ensure the noncompliance is corrected.

**Part B State Annual Performance Report (APR) for Indiana FFY12 (SY12-13)**

**Indicator 11**

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):**

Indicator 11 data for FFY 2012 (SY 12-13) represents Indiana's fourth consecutive year scoring greater than the 95% substantially compliant mark. Although Indiana has seen gains in compliance under this indicator, improvement activities have been added to ensure the target of 100% compliance is obtained.

**OSEP Response Table for FFY 2012 (SY 11-13)**

<b>Indicator Status</b>	<b>Indiana's Response</b>
Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator.	Please see the section above titled "Verification of Correction of Remaining FFY 2011 findings"
In addition, the State must demonstrate, in the FFY 2012 APR that the remaining three uncorrected noncompliance findings identified in FFY 2010 were corrected.	Please see the section above titled "Verification of Correction of Remaining FFY 2010 findings" regarding the corrected remaining FFY 2010 finding.
When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2011, and each LEA with remaining findings of noncompliance identified in FFY 2010 and FFY 2007: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	Please see the section above titled "Verification of Correction of Remaining FFY 2011 findings" as well as the section titled, "Verification of Correction of Remaining FFY 2007 findings."

## Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)

### Indicator 12

#### Indicator 12

**Monitoring Priority:** Effective General Supervision Part B / Effective Transition

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- # of children who have been served in Part C and referred to Part B for eligibility determination.
  - # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
  - # of those found eligible who have an IEP developed and implemented by their third birthdays.
  - # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
  - # of children who were referred to Part C less than 90 days before their third birthdays.
- Account for children included in a, but not included in b, c, d, or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.
- Percent = [(c) divided by (a – b – d – e)] times 100.

**Data Source:** STN Application Center; DOE-EV Report

**Overview of the Indicator:**

In FFY 2012 the data for this indicator was submitted to the Indiana Department of Education (IDOE) via a secure site known as the Student Test Number (STN) Application Center. Each Local Educational Agency (LEA) must upload Child Count as well as performance and compliance data to the STN Application Center. This data is then stored in the IDOE data warehouse where it can be extracted and used for state and federal funding, performance indicators, and compliance indicators.

Indicator 12 data was collected through the DOE-EV (Evaluation) report on July 1, 2013, and ranged from July 1, 2012 to June 30, 2013 in order to encompass the entire reporting year.

**Measurable and Rigorous Targets:**

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	100% of children referred by Part C prior to age 3, who are found eligible for Part B and who have an IEP developed and implemented by their third birthdays.

**Actual Target Data for FFY 2012:**

Measurement:	FFY 2012	FFY 2011
a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	1036	1240
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday	197	205

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)****Indicator 12**

c. # of those found eligible who have an IEP developed and implemented by their third birthdays	720	926
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	112	94
e. # of children who were referred to Part C less than 90 days before their third birthdays.	0	5
# in a but not in b, c, d, or e.	7	10
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays Percent = [(c) / (a-b-d-e)] * 100	<b>99.04%</b>	<b>98.93%</b>

The children included in (a) but not included in (b), (c), (d) or (e) represent those students whose IEPs were implemented after their third birthdays.

The data reflects that there were 7 eligible children who did not receive a Free Appropriate Public Education (FAPE) by the age of three in Indiana. The data indicates that all 7 children did not receive a FAPE due to failure on the part of the LEA. Each LEA reporting noncompliance during FFY 2012 was required to perform a root-cause analysis of noncompliance, complete all outstanding noncompliant timelines and update procedures and policies to enable compliance.

The range of days for the children who did not receive a FAPE ranged from one day to 81 days.

**Explanation of Progress or Slippage that occurred for FFY 2012:**

Indiana is reporting progress of .11% for Indicator 12. Indiana remains above the 95% substantially compliant mark. Indiana attributes this progress to a more thorough review of the FFY 2012 data. Additional guidance was developed by the IDOE clarifying expectations for this indicator which lead to better data reporting and more accurate reflection of practice.

## Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)

### Indicator 12

#### Correction of FFY 2011 Findings of Noncompliance

(if State reported less than 100% compliance in its FFY 2011 APR):

Level of compliance (actual target data) State reported for FFY 2012 for this indicator: 99.04%

1. Number of findings of noncompliance the State made during FFY 2012 (the period from July 1, 2011 through June 30, 2012)	30
2. Number of FFY 2012 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	29
3. Number of FFY 2012 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	1

#### Correction of FFY 2011 ( Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	1
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	1
6. Number of FFY 2011 findings <u>not</u> verified as corrected [(1) minus (0)]	0

The 30 LEAs that were issued Indicator 12 findings in FFY 2012 were assigned an IDOE consultant and required to develop a corrective action plan (CAP) in order to identify the root cause(s) of noncompliance and to change and update policies, procedures, and practices in order to correctly implement all regulatory requirements of the Indicator during the course of FFY 2012.

Pursuant to OSEP Memorandum 09-02, the IDOE verified that, unless the child no longer remained under the jurisdiction of the initiating LEA, all outstanding noncompliant timelines were completed, although late. The IDOE verified the completion of the outstanding noncompliant timelines by collecting updated information from LEAs on each individual case through the State's data system. The correction and subsequent verification of correction by the IDOE included each noncompliant timeline that occurred during FFY 2012.

Indicator 12 data was reviewed from the 30 LEAs issued Indicator 12 findings in FFY 2011. Compliance was measured in order to verify that corrective action plans and IDOE consultation had corrected LEA noncompliance. This gave LEAs the opportunity to demonstrate correction by submitting current evaluation data more representative of revised evaluation processes. The data was submitted by each LEA through an IDOE Data Collection and was extracted from the IDOE Data Warehouse for data verification. A total of 29 LEAs showed correction by submitting data showing 100% compliance during the reporting window.

#### Actions Taken if Noncompliance from FFY 2011 was Not Corrected:

For the one LEA that failed to show correction of noncompliance during the evaluation period of April 1, 2012 to June 30, 2012, the data was assessed and it was determined that the LEA failed to correctly implement the regulatory requirements of this Indicator.

This LEA was required to complete a Root Cause Analysis as well as implement a Corrective Action Plan. Additionally, this LEA was required to submit monthly data for Indicator 12 to track timelines throughout the school year.

This LEA has since met 100% of Indicator 12 timelines, and was therefore has been released from findings.

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 12**

**Discussion of Improvement Activities Completed for FFY 2012:**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Provide timely feedback on LEA submitted data through statistical reports and follow up to correct incomplete or inaccurate data.	Ongoing	Provided LEAs with the tool that was provided on the Right IDEA website ( <a href="http://therightidea.tadnet.org/assets/398">http://therightidea.tadnet.org/assets/398</a> )
The Office of Special Education Early Childhood Coordinator will provide statewide updates on LEA progress in meeting requirements for Indicator 12 to early childhood administrators at their annual Spring conference.	TA Center	Sept. 2012, and March 2013 workshops were provided regarding effective transitions.
Utilize the evidence-based research and resources from the National Early Childhood Transition Center (NECTC) and the North Central Regional Resource Center (NCRRC).	Ongoing	The IDOE continues to use evidence-based research and resources from the NECTC and the NCRRC to further contribute to accurate data reporting by Indiana and LEAs.
The IDOE and First Steps will share transition data from each system to inform, verify, and correct inconsistencies. The information will be utilized to reconcile differences and inform local agencies of discrepancies in order to improve communication and data accuracy.	Ongoing	The IDOE has collaborated with the providers from First Steps to begin assigning Student Test Numbers (STNs) to children who are receiving services from First Steps. This unilateral mechanism for tracking students will allow for a more seamless transition from Part C to Part B and will provide more comprehensive information for state agencies as well as LEAs.
As part of the Indiana Resource Network (IRN), the Effective Evaluation Resource Center will assist LEAs and schools in reforming and improving their supports and services	Ongoing	The Effective Evaluation Resource Center provided an array of professional development and coaching opportunities, developed resources and materials, facilitated statewide and regional collaborative networks, and advanced the use of statewide technology during the evaluation process.  Information pertaining to the Effective Evaluation Resource Center is located at the following url: <a href="http://www.indianaeeerc.org">http://www.indianaeeerc.org</a>
Define policies and procedures for data collection and reporting	Ongoing	The Office of Special Education collaborated with the IDOE Office of Data and Accountability to define procedures for data collections and reporting pertaining to Special Education. These procedures established specific timelines for the process of data collection to both ensure all LEAs report their data in a timely manner and allow time for LEAs to seek any necessary clarification so that data is reported accurately.

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 12**

Distribute a Monitoring Workbook to LEAs found out of compliance containing an in-depth analysis of areas of noncompliance.	Ongoing	Each LEA found out of compliance for FFY2012 (SY 12-13) was issued a Monitoring Workbook containing details for each Indicator for which the LEA was found to be out of compliance. These Workbooks presented both a breakdown of data as well as a Root Cause Analysis. LEAs must complete the Root Cause Analysis, create a Corrective Action Plan, and, if applicable, correct any individual cases of noncompliance and return the completed Workbook to the IDOE Office of Special Education by a specified date. Upon receiving the completed Workbook, the IDOE is able to provide more targeted TA to ensure the noncompliance is corrected.
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**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):**

Indicator 12 data for FFY 2012 represents growth of 4.97% and shows that Indiana is above the 95% substantially compliant mark. Indiana has seen gains in compliance under this indicator, improvement activities will continue to ensure the target of 100% compliance is obtained.

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

Statement from the Response Table	State's Response
Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator	Please see the section entitled "Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2010 APR)" above.
In addition, the State must demonstrate, in the FFY 2012 APR, that the remaining one uncorrected noncompliance finding identified in FFY 2010 was corrected.	Please see the section entitled "Verification of FFY 2011 Findings of Continued Noncompliance (Data Year FFY 2010- SY 10-11)" "above.
When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with findings of noncompliance identified in FFY 2011 and each LEA with remaining finding of noncompliance identified in FFY 2010: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.	Please see the section entitled "Correction of FFY 2011 Findings of Noncompliance (if State reported less than 100% compliance in its FFY 2010 APR)" above. Please see the section entitled "Verification of FFY 2011 Findings of Continued Noncompliance (Data Year FFY 2010-SY 10-11)" "above.
In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	Please see the section entitled "Discussion of Improvement Activities Completed for FFY 2012 (SY 12-12)" "above.

Indicator 13

Indicator 13

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

**Data Source:** Indiana Transition Requirements Checklist

**Overview of the Indicator:**

For Indicator 13 Indiana state rule requires transition plans begin at age 14, prior to the 9th grade, or earlier if determined appropriate by the case conference committee. The Indiana Department of Education (IDOE) Office of Special Education contracted with the Center on Community Living and Careers (CCLC) at Indiana University for FFY 2012 (SY12-13) to conduct a compliance review of a randomly selected sample of students' transitional IEPs. The review was conducted to ensure that IDOE could meet the reporting requirements and to inform ongoing assistance for school corporations with compliance rates less than 100%.

To determine and ensure compliance to Indicator 13, the IDOE has developed the Indiana Transition Requirements Checklist based on a data collection tool created by the National Secondary Transition Technical Assistance Center (NSTTAC) and approved by the Office of Special Education Programs of the US Department of Education (OSEP). The Indiana Secondary Transition Resource Center at the CCLC, Indiana Institute on Disability and Community at Indiana University has created an on-line version of Indiana's data collection tool that was used to analyze Indiana's student records to determine compliance with Indicator 13. The ten-item Indiana Transition Requirements Checklist was utilized to assess if there was evidence in a student's IEP that the student had been provided the appropriate transition services to prepare him/her to successfully transition from secondary school to a post-secondary education and/or training program and to employment at an accuracy rate of 100%.

IDOE provided CCLC with a population database of students who were receiving special education services and met the Indiana transition IEP age criteria for the 2012-2013 school year and whose local school districts are part of the monitoring cycle. The database included the Student Test Number (STN), which is the State of Indiana's student identification number and the Corporation Code Number. To generate the sample, CCLC used Microsoft Excel software to run a random sampling program. If the corporation had less than 100 students with disabilities, three students were



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selected for the review. For corporations with more than 500 students, 10 students were selected. Therefore, a minimum of 3 and maximum of 10 Transition IEPs were reviewed based on size of the district. In some cases, charter schools had sample sizes of less than three students because these schools were serving limited number of students or did not have large populations of students with disabilities. The final sample consisted of 505 students across 110 corporations. During the course of the review, CCLC staff randomly selected replacement students if a student was no longer at the local district at the time of the transition IEP pull. In these cases, the next student on the Excel-generated list of student IEPs was selected for review.

**Measurable and Rigorous Targets:**

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<i>FFY 2012(2012-2013)</i>	100% of IEPs for students with disabilities aged 14 <sup>17</sup> and above include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

**Actual Target Data for FFY 2012:**

<b>Year</b>	<b>Total number of youth aged 14 and above with an IEP</b>	<b>Total number of youth aged 14 and above with an IEP that meet the requirements</b>	<b>Percent of youth aged 16 and above with an IEP that meet the requirements</b>
<b>FFY 2012 (2012-2013)</b>	<b>505</b>	<b>399</b>	<b>79%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2012:**

Indiana made progress in FFY2012 with a 5.7% increase over FFY 2011, therefore, an explanation of progress is not required. However, Indiana did not meet the target. See Improvement Activities below.

**Correction of FFY 2011 Findings of Noncompliance:**

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: (73.32) %

1. Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	<b>49</b>
2. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline	<b>49</b>
3. Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>0</b>

<sup>17</sup> In Indiana, Indicator 13 is measured according to State rules. Indiana's rules on special education state that a Transition IEP must be in effect when any student with a disability turns 14 years of age or enters grade 9, whichever occurs first.

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)****Indicator 13****Correction of FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance):**

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	<b>0</b>
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>0</b>
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>0</b>

**Verification of Correction (either timely or subsequent):**

The state of Indiana issued 49 Indicator 13 findings in FFY 2011 (SY 11-12) that were identified through an assessment by an external evaluator using the Indiana Transition Requirements Checklist. All 49 of those LEAs demonstrated correction by achieving 100% compliance on random sample of IEPs using the Indiana Transition Requirements Checklist. IDOE verified the correction of all noncompliance in all 49 LEAs. This verification included a review of updated policies, procedures and practices and confirming correction of each individual noncompliant transition IEP that had been identified from FFY 2011 (SY 11-12). The IDOE collected and verified the data by obtaining a new randomized sample of youth with IEPs aged 14 and above, using Indiana's Transition Requirements Checklist to ensure that the systemic noncompliance had been resolved.

**Actions Taken if Noncompliance Not Corrected:**

Not applicable to Indiana

**Discussion of Improvement Activities Completed in FFY 2012 (SY12-13)**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
The transition school to work Interagency Coordinating Council, (known as the "290 Committee") address statewide issues as they relate to transition.	ongoing	The Statewide Transition Policy Work group met 4 times this past year to conduct a policy analysis between Article 7 and VRS Transition Policy. Once the analysis was completed, feedback and input was sought through all stakeholders (School personnel, VRS staff and family members) at the Statewide Transition Forum and the INAPSE Employment Conference from approximately 95 individuals. The purpose of the feedback was to gather data on what is actually occurring in practice and provide recommendations for changes in VRS Policy and Procedures. Currently, those recommendations are being reviewed by the Statewide Transition Policy Workgroup with an outcome a revised policy and/or procedures for school and VRS collaboration.

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**Indicator 13**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Indiana Secondary Transition Resource Center grant: Continue to work with school based transition personnel and other stakeholders to refine guidelines for CCCs in the development of the transition components of the IEP.	ongoing	The Indiana Secondary Transition Resource Center continues to work directly with LEAs that have been issued findings for Indicator 13. Those LEAs, in conjunction with resource center staff, create action plans that are submitted and monitored by the IDOE to ensure timely correction of noncompliance. The Indiana Secondary Transition Resource Center also provides a weekly communication entitled "Tuesday's Tips" that provides technical assistance surrounding post-secondary transition.
Support best practice transition methods and services that increase secondary and postsecondary outcomes by sponsoring and supporting the Statewide Transition Forum Conference, hosted by the Indiana Resource Network's Secondary Transition Resource Center.	annual	Hosted and facilitated the Cadre Capacity-Building Institute on June 12-13, 2013, attended by 88 school personnel, INSOURCE representatives and vocational rehabilitation personnel who heard presentations from local, state and national leaders.
Indiana Resource Network (IRN)	ongoing	<p>As part of the IRN, the Indiana Secondary Transition Resource Center created and enhanced professional development activities and resources in order to build capacity to improve school and post-school outcomes. The center's work focused on student-focused planning activities and self-determination skill development; improved Transition IEPs and use of transition assessments; access to effective academic and life-skills instruction, quality work-based learning; interagency collaboration; and family involvement.</p> <p>The 6 IRNs assisted LEAs in reforming and improving their supports and services to students with disabilities. One of the IRNs is dedicated to secondary transition; however, many of the IRNs have expertise in this area and provide technical assistance to LEAs to ensure compliance in this area. LEAs can access technical assistance through universal supports as well as targeted supports via the IRN.</p>
National Secondary Transition Technical Assistance Center (NSTTAC) Intensive Technical Assistance Plan	ongoing	<p>The Indiana Department of Education (IDOE) applied and was awarded the opportunity to be an intensive state to partnership with NSTTAC: The following will be addressed in this partnership:</p> <ul style="list-style-type: none"> <li>• Implement and scale up evidenced based practices to improve academic and functional achievement of students with disabilities</li> <li>• Implement policies, procedures, and practices to facilitate students with disabilities participating in programs to prepare student for college and career readiness</li> <li>• Achieve 100% compliance with the Annual Performance Report for Indicator B 13</li> </ul>

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 13**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Distribute a Monitoring Workbook to LEAs found out of compliance containing an in-depth analysis of areas of noncompliance.	ongoing	Each LEA found out of compliance for FFY 2012 (SY 12-13) was issued a Monitoring Workbook containing details for each Indicator for which the LEA was found to be out of compliance. These Workbooks presented both a breakdown of data as well as a Root Cause Analysis. LEAs must complete the Root Cause Analysis, create a Corrective Action Plan, and, if applicable, correct any individual cases of noncompliance and return the completed Workbook to the IDOE Office of Special Education by a specified date. Upon receiving the completed Workbook, the IDOE is able to provide more targeted TA to ensure the noncompliance is corrected.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):**

Although Indiana has seen gains in compliance under this indicator, improvement activities have been continued to ensure the target of 100% compliance is obtained.

**Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):**

<b>Statement from the Response Table</b>	<b>State's Response</b>
Because the State reported less than 100% compliance for FFY 2011, the State must report on the status of correction of noncompliance identified in FFY 2011 for this indicator. When reporting on the correction of noncompliance, the State must report, in its FFY 2012 APR, that it has verified that each LEA with noncompliance identified in FFY 2011 for this indicator: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction.	All noncompliance has been corrected.

Indicator 14

Indicator 14

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

A. Percent enrolled in higher education =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$

B. Percent enrolled in higher education or competitively employed within one year of leaving high school =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$

C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment =  $\left[ \frac{\text{(\# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment)}}{\text{(\# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right] \text{ times } 100.$

**Data Source:** Post-Secondary Survey

**Definitions:**

**Respondents:** young adults who are no longer in an Indiana public high school, and who had individualized education programs (IEPs) in effect at the time they left school during or at the end of the 2011-12 school year.

**Enrolled in higher education:** as used in measures A, B and C means youth have been enrolled on a full- or part-time basis in a community college (two year program) or college/university (four or more year program) for at least one complete term, at any time in the year since leaving high school.

**Competitive employment:** as used in measures B and C means that youth have worked for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

**Enrolled in other postsecondary education or training:** as used in measure C, means youth have been enrolled on a full- or part-time basis for at least 1 complete term at any time in the year since leaving high school in an education or training program (e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two year program).

**Some other employment:** as used in measure C means youth have worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

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**Indicator 14**

Measurable and Rigorous Targets			
FFY 2012 (SY 12-13)	≥ 35.8%	A. The percentage of students enrolled in higher education and had an IEP in effect upon leaving school	
	≥ 51.1%	B. The percentage of students enrolled in higher education or competitively employed within one year of leaving high school and had an IEP in effect upon leaving school	
	≥ 87.6%	C. The percentage of students enrolled in higher education, in some other postsecondary education or training program or competitively employed or in some other employment and had an IEP in effect upon leaving school	
Actual Target Data			
FFY2012 (SY12-13)	35.9% (766)	A. The percentage of students enrolled in higher education and had an IEP in effect upon leaving school	
	63.8% (1,361)	B. The percentage of students enrolled in higher education <b>or</b> competitively employed within one year of leaving high school and had an IEP in effect upon leaving school	
	78% (1,664 <sup>18</sup> )	C. The percentage of students enrolled in higher education, in some other postsecondary education or training program or competitively employed or in some other employment and had an IEP in effect upon leaving school	
		766	1. Enrolled in higher education within one year of leaving high school
		595	2. Competitively employed within one year of leaving high school (but not enrolled in higher education)
		162	3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not enrolled in higher education or competitively employed)
		148	4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed)

**Measurement A** is described by 20 U.S.C. 1416(a)(3)(B) as the percentage of young adults enrolled in a 2- or 4-year college for at least one full term. A total of 821 respondents indicated they were enrolled in a 2- or 4-year college as well as 15 responses in the “other” category also indicated this type of enrollment, for a total of 836 or 39.2% of the 2,132 responses. However, of the 836 responses, 766, or 35.9%, of all 2,132 respondents were enrolled for at least one full term.

**Measurement B** of 20 U.S.C. 1416(a)(3)(B) asks for the number of youth enrolled in higher education (as described in Measurement A) **OR** competitively employed. Competitive employment includes pay at or above the minimum wage for 20 hours a week or more for at least 90 days during the year since leaving high school. Military employment and other settings with others who are nondisabled are included. Family business, self-employment, and employment in jail or in a sheltered workshop are excluded.

A total of 1,054, or 49.4%, of all respondents indicated that they were employed at or above the minimum wage for 20 hours per week for at least 90 days in the previous year since leaving high school. Once students working in family business, self-employment, and employment while in jail or in a sheltered workshop are excluded, 946, or 44.4% of all respondents, are considered “competitively employed.” Of these, 595 were **NOT** also enrolled in higher education as described by Measurement A. Adding these to Measure A, **1,361, or 63.8%, of all respondents were competitively employed OR enrolled in higher education** (this number also includes those that were both competitively employed and enrolled in higher education).

<sup>18</sup> Nonduplicated count, see measurement C description below.

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### Indicator 14

**Measurement C** computes the percentage of young adults who were enrolled in higher education or some other postsecondary education or training program, or competitively employed or held some other employment during the year after leaving high school. Any “yes” response to Question 3 (Did you complete an entire term? A term can be quarter, semester, inter-session, summer, or on-line) was included as the type of education specified (as both definitions of enrollment in higher education and enrollment in some other form of post-secondary education or job training program was limited to those enrolled for at least one complete term) . Likewise, any “yes” response to Question 6 (Since leaving high school, have you worked for a total of 3 months/about 90 cumulative days?) was considered as being competitively employed or holding employment of some form (as both definitions are limited to those employed for at least 90 days). To prevent double-counting respondents, any persons who responded “yes” to both questions were subtracted from the total employed (as they are already counted in the enrolled total). **Of the 2,132 total respondents, 1,664, or 78.0%, were enrolled in higher education or some other postsecondary education or training program or competitively employed or held some other employment during the year after leaving high school.**

The IDOE continued to use the survey tool developed and conducted by the Center for Evaluation & Education Policy (CEEP) in 2010, to gather post-school outcomes information on the percent of youth who are no longer in secondary school and had IEPs in effect at the time they left school one year prior. The implementation of the survey was organized into two phases. The first phase included an online and mail survey. In phase 1, a paper copy of the survey was mailed by CEEP subcontractor Brilljent, LLC, to the last known address of the entire population of 8,899 former IEP students. As the survey’s target population was ALL high school students, that had an IEP in effect when leaving secondary school, there was a fairly high probability that a significant percentage of contact information would be inaccurate, and with it some risk of sample bias. However, student mailing address information submitted by school corporations proved to be highly accurate information. Only approximately 23 survey envelopes of 8,899 mailed were returned as undeliverable. In phase 2, the remaining students (those who had yet to respond to the survey) were contacted through the phone survey. The phone survey was conducted by CEEP subcontractor Stone Research Services. Stone Research Services provided suggestions for survey introduction and screening and qualifying questions. The original project design called for a “census” approach in an attempt to gather information from the largest possible number of former IEP students. However, due to the low response rate to the mailing survey it was decided to interview a sample of all students who had not replied to the mailing. An initial attempt and up to six additional attempts were made to complete a contact. Sample records were classified as exhausted after the seventh attempt.

Data from all survey methods (mailing, phone, and online) were compiled and aggregated to a single master data file. A data file of close-ended responses for each respondent was prepared in a mutually agreed upon Excel format. Text responses to any open-ended questions were coded, edited, and formatted in an Excel file with one record per respondent. Survey results were tabulated on a question-by-question basis with up to 18 cross-tabulations per banner. Both un-weighted and weighted tabulation banners were provided. The weighted banner was created using the most recent U.S. Census population counts for each of Indiana’s 92 counties. Tabulated tables were annotated with results of statistical testing between sub-sets of specified sample segments and with mean scores and standard deviations for rating questions. Responses were weighted, as appropriate, by geographic classification to replicate the proportional distribution of special education students graduating in each region and county of the state. However, only the regional classifications (defined as northern, southern, and central Indiana) possess substantial validity – county-level data carry a much higher risk of sample bias due to smaller sample sizes and the response rate.

An analysis of the results of the survey disaggregated by region suggests that there may be variations in the behavior of IEP students who have left school. These differences could be due to either demographic difference, such as income and race, substantial policy differences at the LEA level or differences in employment opportunities by region for the general population that also affect former IEP students. For example, the survey results show that respondents from the south were less likely to have pursued some form of post-secondary job training or education (56.6%) than respondents in the north or central regions

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(59.3% and 61.4%, respectively). Respondents from the southern region were also more likely to have been employed since leaving high school (70.9%) than respondents in the north or central regions (69.8% and 70.2%, respectively).

**Explanation of Progress or Slippage that occurred for FFY 2012 (SY12-13):**

	FFY 2010	FFY 2011	FFY 2012	FFY 2012 Target	Progress Data
<b>% Enrolled in higher education</b>	32.8%	33.9%	35.9%	≥ 35.8%	2%
<b>% Enrolled in higher education or competitively employed</b>	56.7%	62.1%	63.8%	≥ 51.1%	1.7%
<b>% Enrolled in higher education or in some other postsecondary education or training program; or competitively employed</b>	75.1%	77.9%	78.0%	≥ 87.6%.	.1%

Indiana met and exceeded its target for Indicator 14 A and 14B with progress of 2% and 1.7% respectively from FFY 2011. The target was not met for 14C, however there was progress of .1 % made from FFY 2011. In FFY 2012 Indiana implemented new Improvement Activities to continue the progress towards meeting targets for 14A and 14C, and these Improvement Activities are described below.

**Discussion of Improvement Activities Completed for FFY 2012 (SY 11-12):**

Improvement Activity	Timelines	Status
Work with Indiana Resource Center for Families with Special Needs (INSOURCE) to produce the college and postsecondary resource directory annually.	Ongoing	The directory was created and administered via the IDOE website.



**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 14**

<b>Improvement Activity</b>	<b>Timelines</b>	<b>Status</b>
Utilize the Indiana Resource Network (IRN)	Ongoing	<p>As part of the IRN, the Indiana Secondary Transition Resource Center created and enhanced professional development activities and resources in order to build capacity to improve school and post-school outcomes. The center's work focused on student-focused planning activities and self-determination skill development; improved Transition IEPs and use of transition assessments; access to effective academic and life-skills instruction, quality work-based learning; interagency collaboration; and family involvement.</p> <p>The 6 IRNs will assist LEAs in reforming and improving their supports and services to students with disabilities. One of the IRNs is dedicated to secondary transition; however, many of the IRNs have expertise in this area and provide technical assistance to LEAs to ensure compliance in this area. LEAs can access technical assistance through universal supports as well as targeted supports via the IRN.</p>
Implement the National Secondary Transition Technical Assistance Center (NSTTAC) Intensive Technical Assistance Plan	Ongoing	<p>The Indiana Department of Education (IDOE) applied and was awarded the opportunity to be an intensive state to partnership with NSTTAC. The following will be addressed in this partnership:</p> <ul style="list-style-type: none"> <li>• Implement and scale up evidenced based practices to improve academic and functional achievement of students with disabilities</li> <li>• Implement policies, procedures, and practices to facilitate students with disabilities participating in programs to prepare student for college and career readiness</li> <li>• Achieve targets in the Annual Performance Report for Indicator B 14</li> </ul>
Implement the National Post-Secondary Outcomes (NPSO) Intensive Technical Assistance Plan	Ongoing	<p>The Indiana Department of Education applied and was awarded the opportunity to be an intensive state to partnership with NPSO. The following will be addressed in this partnership:</p> <ul style="list-style-type: none"> <li>• Improved rigor and practicality in the data collection and reporting process for Indicator 14 using the current data collection system.</li> <li>• Embed Indicator 14 data within the Statewide Longitudinal Data Collection System for programmatic improvement.</li> <li>• Develop continuous improvement systems to use Indicator 14 data for statewide and local programmatic improvement.</li> </ul>

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)****Indicator 14**

<b>Improvement Activity</b>	<b>Timelines</b>	<b>Status</b>
Modify the Electronic IEP tool to include rule of completion requirements regarding Indicator 14 survey responses	Ongoing	<p>The IDOE has embedded a rule of completion into the Indiana IEP system that requires the LEA to update contact information at a student's final annual case conference. The LEA must update current contact information and acquire a secondary contact to improve the department's ability to contact students after they exit secondary education.</p> <p>The IDOE also created a letter that provides a detailed description of the importance of and process involved with the post-secondary survey that automatically prints for the LEA to give to the parent when a student's final annual case conference is completed.</p>

**OSEP Response Table for FFY 2011 (SY 11-12):**

<b>Statement from the Response Table</b>	<b>State's Response</b>
The State revised the improvement activities for FFY 2011 and FFY 2012 for this indicator and OSEP accepts those revisions.	No response required

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 15**

**Indicator 15**

**Monitoring Priority:** Effective General Supervision Part B / General Supervision

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
  - b. # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment 1).

**Data Sources:** Consolidated State Performance Report, 618 Exiting Table, EdFacts, EDEN (Educational Data Exchange Network), DOE – SE Report, DOE-ES Report, 618 Table 3, STN Application Center, ISTAR-KR Data, Parent Survey, Fall Enrollment, December 1 Count, DOE-EV Report, Indiana Transition Requirements Checklist, Post-Secondary Survey, Hearings Data Base, Mediations Data Base

FFY	Measurable and Rigorous Target
FFY 2012 (2012-2013)	100% Noncompliance corrected within one year

**Actual Target Data for FFY 2012:** Target data for FFY 2012 – the percent shown in the last row of the Indicator 15 Worksheet [(column (b) sum divided by column (a) sum) times 100]

Indiana LEAs had 90.24% noncompliance corrected within one year.

**Describe the process for selecting LEAs for Monitoring:**

During FFY2012(2012-2013) the state of Indiana made findings of noncompliance by utilizing the State's data reviews, onsite monitoring visits and desk audits. Indiana has established monitoring on a rotation basis for Indicators 11, 12 and 13. One third of the LEAs are monitored each year for each of these Indicators. Data was reviewed and 11 LEAs were chosen to have on-site reviews for Indicator 5. LEAs that were in the LRE monitoring group were examined and ranked according to data that was reported to IDOE from the December 1, 2012 child count. LEAs were then selected for a desk audit based on the data reported to the IDOE that fell below the state target on Indicator 5 A, B, and/or C. Those that did not meet requirements for the desk audit were then selected for an on-site visit. For Indicators 4A, 4B, 9 and 10 the IDOE reviewed 100% of the LEAs. See information within those specific Indicator chapters for a description of n-size and findings of noncompliance due to inappropriate policies, procedures and practices.

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)****Indicator 15****Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that Occurred for FFY 2012:**

FFY	Actual Target Data for Indicator 15
FFY2012 (2012-2013)	90.24%
FFY 2011 (2011-2012)	88.4%

For FFY12(2012-2013) Indiana is reporting 90.24% of the LEAs that were issued findings corrected those findings within one year of the issuance, representing progress of 1.84%. Indiana did not meet the target of 100%. Review of the FFY2011(2011-2012) data revealed that the majority of the uncorrected noncompliance continues to stem from two indicators, 4B and 10.

**Note: For this indicator, report data on the correction of findings of noncompliance the State identified in FFY 2011 (July 1, 2011 through June 30, 2012) and verified as corrected as soon as possible and in no case later than one year from identification.**

**Timely Correction of FFY 2011 Findings of Noncompliance (corrected within one year from identification of the noncompliance):**

1. Number of findings of noncompliance the State identified in FFY 2011 (the period from July 1, 2011 through June 30, 2012) (Sum of Column a on the Indicator B15 Worksheet)	<b>164</b>
2. Number of findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding) (Sum of Column b on the Indicator B15 Worksheet)	<b>148</b>
3. Number of findings <u>not</u> verified as corrected within one year [(1) minus (2)]	<b>16</b>

**FFY 2011 Findings of Noncompliance Not Timely Corrected (corrected more than one year from identification of the noncompliance and/or Not Corrected):**

4. Number of FFY 2011 findings not timely corrected (same as the number from (3) above)	<b>16</b>
5. Number of FFY 2011 findings the State has verified as corrected beyond the one-year timeline ("subsequent correction")	<b>15</b>
6. Number of FFY 2011 findings <u>not</u> yet verified as corrected [(4) minus (5)]	<b>1</b>

**Verification of Correction for findings of noncompliance identified in FFY 2011 (either timely or subsequent):**

*As specified in OSEP's FFY 2011 SPP/APR Response Table, the State must, when reporting the correction of noncompliance for Indicator 15, report that it verified that each LEA with noncompliance identified in FFY 2011: (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance,*

## Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)

### Indicator 15

*unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02, dated October 17, 2008.*

OSEP Memo 09-02 requires the State to verify that each LEA with noncompliance reflected in the FFY 2011 data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the LEA.

IDOE's review of the data for Indicator 15 shows that all findings of noncompliance related to individual student record review have subsequently been revised with correction submitted to and approved by IDOE. LEAs are required to submit corrected child specific documentation and resubmit until it is approved by the IDOE. Of the 16 findings which included individual student record review noncompliance that were not corrected within one year, the IDOE has verified that all noncompliance has subsequently been corrected. Correction of noncompliance may require multiple attempts at submission before the documentation is accepted by the IDOE. If the student was no longer within the jurisdiction of the LEA, the LEA must submit to the IDOE the reason (moved, for example) to release the LEA from further demonstration of correction for that specific student. Based on a review of the data, the IDOE verified that all findings of identified noncompliance in individual student records were corrected unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

In order to verify that LEAs are now correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) the LEAs were required to work with an IDOE consultant and to complete an EXCEL monitoring workbook which included specific instances of noncompliance for the indicator(s). This allowed the LEA staff to get an idea of any 'trend' issues for the indicator. The LEA staff then was required to complete a root cause analysis survey, which is part of the monitoring workbook as well, enabling LEA staff to pinpoint where the issue was, (i.e. policies, procedures or practices). A corrective action plan was then developed and submitted to the IDOE consultant and implemented by the LEA. The IDOE consultant collected, as appropriate, the updated policies, procedures, and practices from the LEAs and verified that the appropriate changes were made. LEAs also accessed technical assistance, i.e. the appropriate entity from the Indiana Resource Network, to address systemic noncompliance. The IDOE has reviewed additional data from subsequent student record reviews conducted as part of a desk audit or on-site review by IDOE or by the LEA as part of their CAP. The additional records have been subsequently reviewed to verify that the LEAs are now correctly implementing the specific regulatory requirements. One LEA has yet to demonstrate they are now correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) throughout the LEA. Please see additional information provided above in the section: Actions Taken if Noncompliance Not Corrected.

#### **Actions Taken if Noncompliance Not Corrected**

*For findings of noncompliance identified in FFY 2011 for which the State has not yet verified correction, explain the actions the State is undertaking to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.*

Based on FFY2011 findings, one LEA has been found to be still out of compliance.

Historically, IDOE's technical assistance and support to this LEA began in FFY2009 utilizing the resources from Indiana technical assistance centers. Through the years, IDOE has: paid for an accounting firm to assist the LEA in clearing up fiscal issues; participated in monthly TA visits with the LEA to evaluate the area(s) of need; and, required the LEA to create a support team (staff, teachers' federation and community members) to implement correction. The State Advisory Council was asked twice to provide recommendations for next steps. IDOE provided training to all of the LEA

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### Indicator 15

administrative staff to assist the LEA with its analysis of excessively high rates of suspension and expulsion of students with disabilities. Monthly action plans were given to the LEA in order to correct noncompliance. On average, 15 hours of technical assistance were provided each month. Indiana required that the LEA present the ongoing issues of noncompliance to the school board. There were issues of the LEA cancelling TA opportunities, and not adhering to the agreed upon plans of action. As a result, IDOE imposed special conditions on the LEA for receipt of the Part B grant. Part B funds were utilized to support a full-time contractor to assist the LEA by providing full-time direct service to the LEA on a daily basis. IDOE reported on the LEA's continued noncompliance to the LEA's governing board. A calendar of activities/outcomes for a year was given to LEA outlining specific expectations with regard to discipline, evaluations, and LRE placements.

During FFY12 IDOE determined that the LEA had failed to satisfy the special conditions and that a more intense level of support was required. The special conditions were revised to include more detailed requirements to be met. In addition, IDOE utilized a portion of the LEA's Part B funds to hire a project director, school psychologists, compliance specialists and a data coordinator to work onsite with the LEA's staff on the activities mandated by the special conditions. IDOE also directed that use of the 15% of Part B funds that the LEA was required to reserve for CEIS would be outlined by the resource center with whom IDOE contracted to provide support to the LEA. These special conditions continue through FFY 2013.

#### Correction of Remaining FFY 2010 Findings of Noncompliance (if applicable)

If the State reported <100% for this indicator in its FFY 2010 APR and did not report in the FFY 2011 APR that the remaining FFY 2010 findings were subsequently corrected, provide the information below:

1. Number of remaining FFY 2010 findings noted in OSEP's FFY 2011 APR response table for this indicator	16
2. Number of remaining FFY 2010 findings the State has verified as corrected	16
3. Number of remaining FFY 2010 findings the State has NOT verified as corrected [(1) minus (2)]	0

*For FFY 2010 findings for which the State has not yet verified correction (these are findings of noncompliance identified in FFY 2010 and were not reported as corrected in the FFY 2011 APR and that remain uncorrected), explain the actions the State completed to revise its system of general supervision to ensure timely correction of noncompliance or to identify the root cause(s) of continuing noncompliance within LEAs, and what the State is doing about the continued lack of compliance, including, as appropriate, enforcement actions taken against LEAs that continue to show noncompliance.*

OSEP Memo 09-02 requires the State to verify that each LEA with noncompliance reflected in the FFY 2011 data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the LEA.

IDOE's review of the data for Indicator 15 shows that all findings of noncompliance related to individual student record review have subsequently been revised with correction submitted to and approved by IDOE. LEAs are required to submit corrected child specific documentation and resubmit until it is approved by the IDOE. Of the 16 findings which included individual student record review noncompliance that were not corrected within one year, the IDOE has verified that all noncompliance has subsequently been corrected. Correction of noncompliance may require multiple attempts at submission before the documentation is accepted by the IDOE. If the student was no longer within the jurisdiction of the LEA, the LEA must submit to the IDOE the reason (moved, for example) to release the LEA from further demonstration of correction for that specific student. Based on a review

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### Indicator 15

of the data, the IDOE verified that all findings of identified noncompliance in individual student records were corrected unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

In order to verify that LEAs are now correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) the LEAs were required to work with an IDOE consultant and to complete an EXCEL monitoring workbook which included specific instances of noncompliance for the indicator(s). This allowed the LEA staff to get an idea of any 'trend' issues for the indicator. The LEA staff then was required to complete a root cause analysis survey, which is part of the monitoring workbook as well, enabling LEA staff to pinpoint where the issue was, (i.e. policies, procedures or practices). A corrective action plan was then developed and submitted to the IDOE consultant and implemented by the LEA. The IDOE consultant collected, as appropriate, the updated policies, procedures, and practices from the LEAs and verified that the appropriate changes were made. LEAs also accessed technical assistance, i.e. the appropriate entity from the Indiana Resource Network, to address systemic noncompliance. The IDOE has reviewed additional data from subsequent student record reviews conducted as part of a desk or on-site review by IDOE or by the LEA as part of their CAP. The additional records have been subsequently reviewed to verify that the LEAs are now correctly implementing the specific regulatory requirements.

#### **Correction of Any Remaining Findings of Noncompliance identified in FFY 2009 or Earlier (if applicable)**

Provide information regarding correction using the same table format provided above for any remaining findings identified in FFY 2009 or earlier.

1. Number of remaining FFY 2008 findings noted in OSEP's FFY 2011 APR response table for this indicator	1
2. Number of remaining FFY 2008 findings the State has verified as corrected	1
3. Number of remaining FFY 2008 findings the State has NOT verified as corrected [(1) minus (2)]	0

1. Number of remaining FFY 2007 findings noted in OSEP's FFY 2011 APR response table for this indicator	1
2. Number of remaining FFY 2007 findings the State has verified as corrected	1
3. Number of remaining FFY 2007 findings the State has NOT verified as corrected [(1) minus (2)]	0

OSEP Memo 09-02 requires the State to verify that each LEA with noncompliance reflected in the FFY 2011 data the State reported for this indicator: (1) is correctly implementing the specific regulatory requirements, (i.e., achieved 100% compliance) based on updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance unless the child is no longer within the jurisdiction of the LEA.

IDOE's review of the data for Indicator 15 shows that all findings of noncompliance related to individual student record review have subsequently been revised with correction submitted to and approved by IDOE. LEAs are required to submit corrected child specific documentation and resubmit until it is approved by the IDOE. Of the one finding for each of FFY2007 and FFY2008, which included individual student record review noncompliance that were not corrected within one year, the IDOE has verified that all noncompliance has subsequently been corrected. Correction of

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### Indicator 15

noncompliance may require multiple attempts at submission before the documentation is accepted by the IDOE. If the student was no longer within the jurisdiction of the LEA, the LEA must submit to the IDOE the reason (moved, for example) to release the LEA from further demonstration of correction for that specific student. Based on a review of the data, the IDOE verified that all findings of identified noncompliance in individual student records were corrected unless the child was no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02.

In order to verify that LEAs are now correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) the LEAs were required to work with an IDOE consultant and to complete an EXCEL monitoring workbook which included specific instances of noncompliance for the indicator(s). This allowed the LEA staff to get an idea of any 'trend' issues for the indicator. The LEA staff then was required to complete a root cause analysis survey, which is part of the monitoring workbook as well, enabling LEA staff to pinpoint where the issue was, (i.e. policies, procedures or practices). A corrective action plan was then developed and submitted to the IDOE consultant and implemented by the LEA. The IDOE consultant collected, as appropriate, the updated policies, procedures, and practices from the LEAs and verified that the appropriate changes were made. LEAs also accessed technical assistance, i.e. the appropriate entity from the Indiana Resource Network, to address systemic noncompliance. The IDOE has reviewed additional data from subsequent student record reviews conducted as part of a desk or on-site review by IDOE or by the LEA as part of their CAP. The additional records have been subsequently reviewed to verify that the LEAs are now correctly implementing the specific regulatory requirements.

#### Additional Information Required by the OSEP FFY 2011 APR Response Table for this Indicator (if applicable):

Statement from the Response Table	State's Response
The State must demonstrate, in the FFY 2012 APR, that the remaining 16 findings of noncompliance identified in FFY 2010, the remaining one finding of noncompliance identified in FFY 2008, and the remaining one finding of noncompliance identified in FFY 2007 that were not reported as corrected in the FFY 2011 APR were corrected.	To assure that the LEAs are correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for all indicators. See chapter, above.
When reporting in the FFY 2012 APR on the correction of findings of noncompliance, the State must report that it verified that each LEA with findings of noncompliance identified in FFY 2011, and the remaining findings identified in FFY 2010: (1) is correctly implementing the specific regulatory requirements (i.e., achieved 100% compliance) based on a review of updated data such as data subsequently collected through on-site monitoring or a State data system; and (2) has corrected each individual case of noncompliance, unless the child is no longer within the jurisdiction of the LEA, consistent with OSEP Memo 09-02. In the FFY 2012 APR, the State must describe the specific actions that were taken to verify the correction. In addition, in reporting on Indicator 15 in the FFY 2012 APR, the State must use and submit the Indicator 15 Worksheet.	To assure that the LEAs are correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for all indicators. See chapter, above.



**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 15**

The State's failure to correct longstanding noncompliance raises serious questions about the effectiveness of the State's general supervision system. The State must take the steps necessary to ensure that it can report, in the FFY 2012 APR, that it has corrected this noncompliance.	See "Actions Taken if Noncompliance Not Corrected (FFY11)" above as well as Appendix A below.
In addition, in responding to Indicators 4A, 4B, 10, 11, 12, and 13 in the FFY 2012 APR, the State must report on correction of the noncompliance described in this table under those indicators.	To assure that the LEAs are correctly implementing IDEA policies, procedures and practices, IDOE reviewed student records to verify that the noncompliance was corrected for each individual student where noncompliance was found. Updated data was reviewed to ensure that the LEA is correctly implementing the specific regulatory requirements for all indicators. See chapter, above.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012 (if applicable):**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Utilize available technical assistance from federally funded TA centers, including the North Central Regional Resource Center (NCRRC) and Data Accountability Center (DAC), by both attending TA coordinated conferences and by hosting TA center personnel for focused, one-on-one assistance.	Ongoing	Indiana continues to utilize the NCRRC for universal supports as well as one-on-one technical assistance.
Coordinate and plan regular TA conference call with OSEP contacts and federally funded TA centers.	Ongoing	Indiana continues to utilize its OSEP state contact and continues to schedule monthly phone calls to ensure accuracy in information as well as transfer of knowledge from OSEP to the IDOE
Define policies and procedures for data collection and reporting	Ongoing	The Office of Special Education collaborated with the IDOE Office of Data and Accountability to define procedures for data collections and reporting pertaining to Special Education. These procedures established specific timelines for the process of data collection to both ensure all LEAs report their data in a timely manner and allow time for LEAs to seek any necessary clarification so that data is reported accurately and verification of correction of noncompliance can occur.

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**Indicator 15**

<b>Improvement Activity</b>	<b>Timeline</b>	<b>Status</b>
Distribute a Monitoring Workbook to LEAs found out of compliance containing an in-depth analysis of areas of noncompliance.	Annual	Each LEA found out of compliance was issued a Monitoring Workbook containing details for each Indicator for which the LEA was found to be out of compliance. These Workbooks presented both a breakdown of data as well as a Root Cause Analysis. LEAs must complete the Root Cause Analysis, create a Corrective Action Plan, and, if applicable, correct any individual cases of noncompliance and return the completed Workbook to the IDOE Office of Special Education by a specified date. Upon receiving the completed Workbook, the IDOE is able to provide more targeted TA to ensure the noncompliance is corrected.
Gather data on disproportionality of racial and ethnic groups in special education and disseminate to stakeholders.	Ongoing	The IDOE has gathered disproportionality data which is available to anyone who visits the Equity Project website at: <a href="http://ceep.indiana.edu/equitydata">http://ceep.indiana.edu/equitydata</a> . In addition, each LEA received individual passwords to access their LEA specific data.

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 15**

**ATTACHMENT 1: Part B Indicator 15 Worksheet**

<b>PART B INDICATOR 15 WORKSHEET</b>				
<i>In completing the worksheet, the number recorded in column (b) cannot exceed the number recorded</i>				
<i>in column (a). If the number in column (b) exceeds column (a) the column (b) cell will turn red.</i>				
<i>This worksheet calculates the percent of noncompliance corrected within one year of identification.</i>				
<i>The self-calculating cells are highlighted in gray. Be careful not to enter data into these cells because</i>				
<i>the calculations will not work properly.</i>				
<b>Indicator/Indicator Clusters</b>	<b>General Supervision System Components</b>	<b># of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)</b>	<b>(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)</b>	<b>(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification</b>
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.				
3. Participation and performance of children with disabilities on statewide assessments.	Dispute Resolution: Complaints, Hearings	0	0	0
7. Percent of preschool children with IEPs who demonstrated improved outcomes.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Dispute Resolution: Complaints, Hearings	0	0	0
	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	4	4	4
4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings	0	0	0
	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	7	4

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### Indicator 15

5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	7	7	6
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings	0	0	0
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	11	11	4
	Dispute Resolution: Complaints, Hearings	0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	45	45	41
	Dispute Resolution: Complaints, Hearings	0	0	0
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	30	30	29
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	49	49	49
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:  Fiscal Review	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	5	5	5
	Dispute Resolution: Complaints, Hearings	0	0	0

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**Indicator 15**

Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	6	6	6
Procedural Audit	Dispute Resolution: Complaints, Hearings	0	0	0
Sum the numbers down Column a and Column b			164	148
Percent of noncompliance corrected within one year of identification =			(b) / (a) X 100 =	90.24%
(column (b) sum divided by column (a) sum) times 100.				

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 18**

**Indicator 18**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = (3.1(a) divided by 3.1) times 100.

**Data Source:** Hearings Database

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2012 (SY 12 – 13)	Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements will be $\geq 31.6\%$ .

**Actual Target Data for 2012:**

3	Total Hearing Requests	65
3.1	Resolution Sessions	45
3.1 (a)	Settlement Agreements	33
3.2	Hearings Fully Adjudicated	5
<b>Measurement = <math>[(33 \div 45) \times 100 =</math></b>		<b>73.33%</b>

For FFY 2012 (SY 12-13), the Indiana Department of Education (IDOE) sought to have 31.6% of resolution sessions conducted result in resolution session settlement agreements. The actual target data for FFY 2012(SY 12-13) shows that 73.33% of resolution sessions conducted resulted in resolution session settlement agreements.

**Explanation of Progress of Slippage that occurred for FFY 2012 (SY 12 - 13):**

Indiana met and exceeded its target of 31.6% for Indicator 18 for FFY 2012 (SY 12-13).

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)****Indicator 18****Discussion of Improvement Activities Completed for FFY 2012 (SY 12-13):**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Status</b>
Refine and utilize the due process database to ensure that necessary elements are included in the system with respect to resolution sessions. For each due process request, the resolution process and the results of that process will be monitored.	Ongoing	Indiana is currently in the process of writing an RFP to implement a new tracking system that will provide more comprehensive reporting capabilities.
Independent Hearing Officers (IHOs) will be trained and updated, at least annually, about resolution process and the procedures for monitoring the process.	Ongoing	For FFY 2012 (SY12-13) all IHOs were required to participate in the annual IHO training. Ongoing communications occur throughout the year.
The OSE will work with parent organizations and LEAs to develop awareness of the option to resolve disputes through a resolution session.	Ongoing	IDOE staff and members of the parent advocacy group, INSOURCE, work with parents to promote the use of mediation to resolve differences of opinion regarding the individual needs of students with disabilities. Information regarding the mediation process is located on the IDOE website at <a href="http://www.doe.in.gov/specialed/special-education-mediation">http://www.doe.in.gov/specialed/special-education-mediation</a>

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2013 (SY 13 – 14)**

For FFY 2012 (SY12-13) Indiana met its target for Indicator 18. Due to the fact that Indiana has met its targets for this Indicator, revisions to improvement activities for Indicator 18 will not be made at this time.

**OSEP Response Table for FFY 2011 (SY 11-12):**

<b>Statement from the FFY 2011 Response Table</b>	<b>Indiana's Response</b>
No Comment	No action required.

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 19**

**Indicator 19**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

**Data Source:** Mediation Database

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
2012 (SY 12 – 13)	Percent of mediation requests that go to mediation will result in agreements ≥53.6% of the time.

**Actual Target Data for 2012:**

2.1(a)(i)	Mediations related to due process that resulted in complete agreement	6
2.1 (b)(i)	Mediations not related to due process that resulted in complete agreement	26
2.1	Total number of mediations held	42
2.3	Mediations not held	10
<b>Measurement = [(6 + 26) ÷ 42] x 100 =</b>		<b>76.19%</b>

For FFY 2012 (SY 12-13), the Indiana Department of Education (IDOE) sought to have 53.64% of mediations conducted result in agreements. The actual target data for FFY 2012 (SY 12-13) shows that 76.19% of mediations resulted in complete agreement, including 26 mediation agreements not related to due process.

**Explanation of Progress or Slippage that occurred for FFY 2012 (SY 12-13):**

The IDOE data for FFY 2012 (SY 12-13) shows 76.19% of mediations conducted resulted in agreements. This is comparable to FY 2011 (SY 11-12) wherein 76.47% of mediations resulted in agreement. Indiana met its target of 53.64% for FFY 2012 (SY 12-13).



**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)****Indicator 19****Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2012:**

<b>Improvement Activities</b>	<b>Timelines</b>	<b>Status</b>
Mediators will be surveyed for suggestions to improve process.	Ongoing	The Office of Special Education maintains communication with mediators to evaluate the mediation process.
Conduct training sessions at least annually for mediators.	Ongoing	For FFY 2012 (SY12-13) the IDOE completed technical assistance and training for mediators in the following areas: <ul style="list-style-type: none"><li>• Special education rules and regulations;</li><li>• Mediation procedures and practices;</li><li>• Mediation techniques; and</li><li>• Areas of special interest and hot topics.</li></ul>
Develop a plan to increase public awareness to parents and LEAs to explain and encourage the use of mediation. In addition, design and complete a mediation document to disseminate to LEAs and parents regarding the availability of mediation services as well as other dispute resolution methods available in Indiana.	Ongoing	IDOE staff and members of the parent advocacy group, INSOURCE, work with parents to promote the use of mediation to resolve differences of opinion regarding the individual needs of students with disabilities.
Develop and utilize a database to track progress in mediations, including the mediation dates, results, withdrawals, and timelines.	Ongoing	Indiana is currently in the process of meeting with vendors to complete the writing of a Request for Proposal (RFP) to implement a new tracking system that will provide more comprehensive reporting capabilities as well as timeline management. This process has begun and will continue until a thorough investigation of the best system to be purchased can be completed. In addition to this work, a community was created for mediators on Indiana's online tool for teachers and the education community, Learning Connection, and it is required that mediators provide all mediation documents electronically through this site to improve timeliness.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2012**

For FFY 2012 (SY 12-13) Indiana met its target for Indicator 19. Due to the fact that Indiana has met the targets for Indicator 19, there will no revisions to the improvement activities for Indicator 19 at this time.

**OSEP Response Table for FFY 2011 (SY 11-12):**

<b>Statement from the FFY 2011 Response Table</b>	<b>Indiana's Response</b>
No Comment	No action required.

**Part B State Annual Performance Report (APR) for Indiana FFY12(SY12-13)**

**Indicator 20**

**Indicator 20**

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity; and educational environments; first Wednesday in November for exiting, discipline, personnel and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort & Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).
- b. Accurate, including covering the correct year and following the correct measurement.

As stated in the Indicator Measurement Table, States may, but are not required, to report data for this indicator. OSEP will use the Indicator 20 Rubric to calculate the State's data for this indicator. States will have an opportunity to review and respond to OSEP's calculation of the State's data.

**Data Source:** Indicator 20 Rubric

<b>FFY</b>	<b>Measurable and Rigorous Target</b>
<i>FFY2012</i>	100% of the state reported data are timely and accurate

**Actual Target Data for FFY2012**

From Part B Indicator Data Rubric - Percent of timely and accurate data  
FFY2012 Result: States are not required to report data for this indicator.

**FFY2012Target = 100%**

Indiana looks forward to OSEP's calculation of Indiana's data for this indicator. IDOE will have the opportunity to review and respond to OSEP's calculation during the clarification period. Progress/slippage will be addressed at that time.

Indiana conducted a number of edit checks on numeric data, character data, and data fields, as well as content-specific edit checks and logical consistency checks.

All 618 data tables and APR data used in responses to Indicators 1-19 met computational and logic edit checks. A database is used to mediation and administrative hearing status and outcomes used in response to Indicators 18 and 19.

All 618 and APR data were accurate to the best knowledge of the state agency. All reports were submitted in a timely fashion.